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ABSTRACT

In 1980, five institutions received contracts to implement a comprehensive demonstration program of educational equity in a local education agency.A 3-year implementation phase was completed in September 1983. The contractors and their five demonstration sites were: (1) the University of Tennessee, and the Reidsville (North Carolina) City School System; (2) the NETWORK, Inc., and Quincy (Massachusetts) Public Schools; (3) Northwest Regional Educational Laboratory, and the Lincoln County (Oregon) School System; (4) American Institutes for Research, and the Tucson (Arizona) Unified School District; and (5) the University of Miami, and the Broward County (Florida) School District. This report summarizes the accomplishments of all five demonstration projects in the 3 years of implementation. An introduction (section I) describes the projects' common purpose as (1) the use of materials that contribute to an educational environment free of sex and ethnic bias; (2) helping educators to integrate equity concepts into their instructional practices; (3) providing a setting where people can observe equitable practices; (4) offering training to individuals interested in establishing equity programs in their own schools; and (5) collecting data for program evacuations. Project activities are then described in the remaining seven sections, which focus respectively on installing the demonstrations; faculty utilization of equity resources; developing faculty and administrator capabilities and improvement of Title IX compliance; establishing intern programs at the five sites; conducting parent and community outreach; evaluating the projects in terms of elementary student, secondary student, and faculty outcomes; and the equity program's legacy for the future. (GC)

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Five National Demonstrations of Educational Equity

evaluation summary

Jané G. Schubert

OCTOBER 1983

Submitted to
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PREFACE AND ACKNOWLEDGEMENTS

Once again, the directors and staffs of five demonstrations of educational equity have collaborated to report on the activities and experiences in their local sites. The first volume documented the second implementation year of the projects. This volume summarizes the third and final implementation year. Changes are based on each Project Director's review and suggestions and reflect accomplishments and outcomes of the third year. For example, at some sites, the technical direction shifted to reflect the emphasis on intern training. Other activities such as the use of the resources remained similar to those in the preceding year. In those cases, examples provided by each site comprise the bulk of the changes. The most extensive revisions are in Chapter V (intern programs) and Chapter VII (evaluation of the projects).

Several people from other projects contributed to the preparation of this document by updating the tables, providing examples of project events and assembling evaluation data. Ms. Leslie Hergert (Director) and Dr. Ellen Richardson from the NETWORK; Ms. Barbara Hutchison (Director), Dr. Bonnie Faddis, and Dr. Leon Paulson from the Northwest Regional Educational Laboratory; Dr. Donna Young (Director), Ms. Cynthia Thompson, and Mr. John Habel from the University of Tennessee; and Ms. Kathleen Shea (Director) from the University of Miami and Dr. Bernadine E. Stake from the University of Illinois. At the American Institutes for Research, Ms. Laurie Harrison organized the information from the other sites and incorporated it into this report. Ms. Blanchie Kelley formatted, typed, and assisted in the final production. I am grateful to them all.

Jane G. Schubert

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American Institutes for Research
Palo Alto, California

October 1983

INTRODUCTION

This report summarizes the accomplishments of five projects whose purpose is to demonstrate the use of educational equity practices and resources. These projects, operating in five local education agencies throughout the United States, were funded under the Women's Educational Equity Act.* It was authorized in 1974 as part of the Special Projects Act of the Education Amendments of 1974, PL 93-380 and reauthorized in the 1978 (Title IX, Part C of the Elementary and Secondary Education Act) Education Amendments. The Act states that:

> Sec. 931(b)(1) The Congress finds and declares that educational programs in the United States, as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society.
>
> Sec. 931(b)(2) It is the purpose of this part to provide educational equity for women in the United States and to provide financial assistance to enable educational agencies and institutions to meet the requirements of Title IX of the Education Amendments of 1972.

The demonstration projects represented a logical step in the development plan of the Women's Educational Equity Act Program. From 1976 through 1979, the WEEA Program awarded grants and contracts for the development of resources useful for educational personnel in local education agencies. Although the development activities continued, WEEA expanded its program by supporting the establishment of school-based demonstration projects. These projects were to showcase the implementation of available resources and strategies designed to promote educational equity. In addition, school districts participating in the demonstrations would host visitors from inside and outside the demonstration site to observe the implementation activities. Non-project participants could learn about the process through an intern training program aimed at establishing similar practices in other school districts.

Five institutions received contracts in 1980 to implement a comprehensive program of educational equity in a local education agency. Each demonstration project was designed to:

- use materials that contribute to an educational environment free of sex and ethnic bias;
- assist educators at all levels to integrate equity concepts in their instructional practices;

*The projects received awards in 1979 to conduct needs assessments that resulted in the design of a three-year implementation phase (1980-1983). The third and final implementation year ended 30 September 1983.

- provide a setting where people can observe equitable practices;
- offer training to individuals interested in establishing equity programs in their own schools; and
- collect qualitative and quantitative data as bases for judging the extent to which the program achieves its aims.

The five contractors and the sites of the demonstration projects were:

Contracting Agency	Demonstration Site
	PROJECT NEED
The University of Tennessee Bureau of Educational Research & Services 212 Claxton Education Building Knoxville, TN 37916	Reidsville City School System 920 Johnson Street Reidsville, NC 27320
Dr. Donna Young Project Director	Ms. Marilyn Pergerson Change Facilitator
	PROJECT INTERACTION
The NETWORK, Inc. 290 South Main Street Andover, MA 01810	Quincy Public Schools 70 Coddington Street Quincy, MA 02169
Ms. Leslie Hergert Project Director	Ms. Alicia Coletti Site Coordinator
	PROJECT EQUITY
Northwest Regional Educational Laboratory 300 S.W. 6th Avenue Portland, OR 97204	Lincoln County School System P.O. Box 1110 Newport, OR 97365
Ms. Barbara Hutchison Project Director	Ms. Joy Wallace Field Coordinator
	PROJECT FOCUS
American Institutes for Research P. C. Box 1113 Palo Alto, CA 94302	Tucson Unified School District 1010 10th Street Tucson, AZ 85710

Dr. Jane Schubert
Project Director

Ms. Marilyn Pearce,
Primary School Site Coordinator
Ms. Carol Thomas,
Secondary School Site Coordinator
Career Guidance Project

THE NATIONAL SEX EQUITY
DEMONSTRATION PROJECT

The University of Miami
School of Education & Allied Professions
P. O. Box 248065
Coral Gables, FL 33124

Broward County School District
3600 S.W. College Avenue
Ft. Lauderdale, FL 33313

Ms. Kathleen Shea
Project Director

Ms. Joan Hinden
Project Coordinator

While the objectives were common to all the demonstration projects, the contractors and the local education agencies designed activities tailored to each site. Each contractor also assumed responsibility for one additional task designed to benefit all five sites. The University of Tennessee produced a brochure describing the rationale for the projects and briefly profiling each site. The NETWORK developed a slide-tape presentation that portrayed site-specific program events. The Northwest Regional Educational Laboratory conducted an orientation conference for directors and staffs from each site in October 1980. The University of Miami is assembling three volumes of lesson plans, K-12, in all disciplines. This consolidated report, one of three five-site reports prepared by the American Institutes for Research, represents its task of coordinating evaluation activities.

INSTALLING THE DEMONSTRATIONS

The demonstration projects consist of organized groups of activities designed to bring about educational equity for all students. The specific activities characterizing each project are chosen because the planners believe that successful pursuit of these activities will lead to the anticipated outcomes. The sequence of events comprising the national demonstration projects can be modeled to show the complexity of the projects as simply as possible. The model shown in Figure 1 on the following page represents the conceptual foundation upon which each site's demonstration is based. Comprehensive models that make explicit all of the linkages for each demonstration are far more complex and closely resemble a wiring diagram. The purpose of this report is to "sketch a landscape" of the five demonstration projects. This landscape should provide sufficient detail to inform persons interested in the form and substance of implementing equitable ideas and practices in an ongoing educational program. At the same time, the sketch should not be so detailed that it smothers this interest with elaborate descriptions of each feature of the landscape.

With the conceptual model as a backdrop, we now introduce each of the five demonstrations of educational equity. These profiles establish the framework within which each project operates and describe the general implementation approach that governed project activities in the final year.

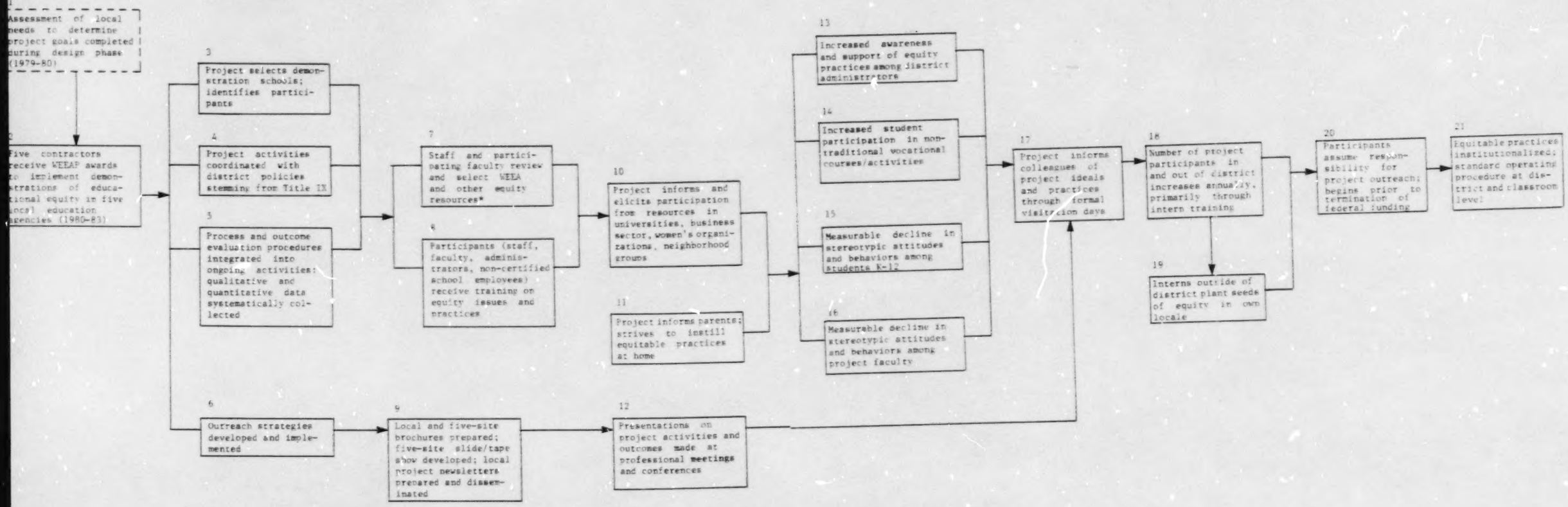
The five sites represent diversity in size, geographic area, ethnicity, and growth rate. Some of this diversity is captured in Table 1 below.

Table 1
Year 3 **Characteristics of the Five Sites**

	Site				
	Reidsville	Lincoln County	Quincy	Tucson	Broward County
Population (Residential)	12,532	35,465	84,734	500,000	900,000
School Enrollment	4,028	4,970	10,300	53,970	134,000
Number of Schools	8	18	17	101	167
Project Schools	8	5	7	24	13
Ethnicity (of Student Population)	46.5 Black	95% White	White	40% Mexican American	23% Black
Population Growth	Declining	Stable	Declining	Rapid Growth	Rapid Growth

FIGURE 1

WEEAP Demonstration Projects: The conceptual model



*Major effort during first year: activity continues throughout implementation

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There are also differences in population density. Lincoln County is largely rural--the largest town having a population of about 7,500; Reidsville is a small town in a predominantly rural area; Quincy is an old, small city in the Boston SMSA; Tucson and Broward County provide examples of the "new" and rapidly growing sunbelt cities.

The project design reflects close collaboration between the contracting agency and the demonstration school district, a policy maintained through on-site project personnel. Table 2 identifies the structure.

Table 2
Site Administration and Staffing

	Contractor Site	School Site
Reidsville	Project Director	Change Facilitator Project Manager
Lincoln County	Project Director Evaluator	Field Coordinator Assistant Equity Specialist
Quincy	Project Director Evaluator Program Specialists (2)	Site Coordinator
Tucson*	Project Director Research Associate	Elementary Sex Equity Specialist Secondary Sex Equity Specialist Project Associate
Broward County**	Project Director	Project Coordinator Materials Resource Specialist Visitation Coordinator Evaluator

*The American Institutes for Research awarded a subcontract to the Career Guidance Project in Tucson which employs the site staff.
**The University of Miami awarded a subcontract to Robert Stake who leads an evaluation team based at the Center for Instructional Research and Curriculum Evaluation at the University of Illinois.

A. COMPLEMENTARY EQUITY PARTICIPATION

Prior experience with other equity activities or materials facilitated the willingness and involvement of district personnel in the demonstration projects. The American Institutes for Research selected the Career Guidance Project and the Tucson Unified School District as collaborators because of a prior working relationship between AIR and CGP, and between CGP and TUSD. The latter pair had worked together since 1977 to promote sex equity through workshops, inservice seminars for vocational educators, and contact with other faculty and administrators. Many educators in the district participated in these earlier activities, and were aware of the importance of educational equity. In Broward County, the University of Miami continued a collaborative arrangement with the NOVA Research and Development Center.

Beginning in 1977, NOVA had participated in a Title IX Sex Equity Project sponsored by the Southeast Sex Desegregation Center which permitted many educators to become acquainted with educational equity. In Lincoln County, the school district conducted workshops for faculty and staff in order to meet the Oregon anti-discrimination requirements. Both Reidsville and Quincy had participated in other innovative educational programs. All projects except Tucson were affiliated with institutions which also operated Title IV Sex Desegregation Assistance Centers.

B. STYLISTIC APPROACHES

Table 3 displays the available data on faculty and student populations in each participating school during Year 3. In the final year of implementation some changes were made in the number of schools represented in the demonstrations. These included:

- All eight schools in Reidsville participated in Project NEED during year three. In year two only four of the eight participated.
- In Quincy two new schools were added and two dropped out.
- In Tucson, one school dropped out as a demonstration site and teachers in ten new schools joined the project (due primarily to FOCUS faulty transfers to new schools).
- No changes occurred in Lincoln or Broward Counties.

Within many of these schools is a smaller group of educators whose project involvement is visibly higher than others, and are viewed as the "core" of the project. The composition and function of these smaller groups differ by site; such groups are somehow distinguished from their colleagues--through payment for their participation and/or through high level involvement in the project. In the following paragraphs, we describe each site's approach toward implementing educational equity and the emergence or creation of a "core" group.

Faculty from all schools in Reidsville participated in one or more NEED events. Of the eight district schools, the four with the highest concentration of core and participating faculty served as model project schools. Schools were asked to join the project following the system-wide needs assessment which applied an index of equity interest among the schools. Core teachers agreed to: use WEEA and other equity materials; permit visitors to observe their classrooms; allow a class to be videotaped for the evaluation component and/or for demonstration purposes; and participate in a minimum of two quarters of equity staff development. Participating, non-core teachers agreed to use equity materials and participate in a minimum of one quarter of equity staff development. During the second year, each district school was represented on a 10 member advisory panel which contributed to project planning and coordination.

Table 3
Faculty and Student Populations at Demonstration Sites

PROJECT SCHOOLS	CORE FACULTY	TOTAL SCHOOL FACULTY	TOTAL SCHOOL POPULATION
Baldwin			
Main Street Elementary School	0	24	412
Franklin Street Elementary School	0	28	412
Williamsburg Elementary School	0	17	304
South End Elementary School	0	19	364
Lawson Ave. Elementary School	0	21	412
Baldwin Middle School	0	32	642
Baldwin Junior High School	0	37	642
Baldwin Senior High School	0	43	828
Lincoln County			
Joe Lane Elementary School	4	20	295
Arcadia Elementary School	6	21	255
Mary Harrison Elementary School	3	20	282
Taft Elementary and Junior High School	6	34	452
Caldport High School	6	29	228
Quincy			
Furnace Brook Elementary School	3	14	372
Parker Elementary School	3	18	461
Squantum Elementary School	3	12	259
Broad Meadows Middle School	6	31	486
Quincy Point Middle School	3	13	267
North Quincy High School	6	71	1574
Quincy Vocational-Technical School	3	22	742
Lorain			
Norton Elementary School	3	14	216
Hanso Elementary School	3	22	440
Steele Elementary School	11	23	496
Frisbee Elementary School	4	12	317
Lincoln-Weaver Elementary School	2	14	301
Marshall Elementary School	3	20	473
Larrick Elementary School	1	10	242
Duchesne Elementary School	2	17	284
Rose Elementary School	4	22	428
Duffy Elementary School	1	12	220
Miles Exploratory Learning Center	4	16	258
Maxwell Junior High School	2	27	569
Masefield Junior High School	3	24	468
Otterbein Junior High School	3	30	515
Halladay Intermediate School	2	21	284
Secrist Junior High School	2	24	432
Gridley Junior High School	2	29	304
Admford Junior High School	1	28	449
Sabina High School	3	82	1736
Santa Rita High School	6	92	2012
Tuscola High School	7	91	1890
Palo Verde High School	4	78	1655
Catalina High School	1	97	2401
University High School	2	21	240
Brevard County			
Nova Blanche Forman Elementary School	03	**57	649
Eisenhower Elementary School	03	**[illegible]	719
Fairwey Elementary School	02	**32	482
Mount Elementary School	03	**42	616
Oakland Park Elementary School	03	**25	340
Nova Middle School	09	**74	1562
Perry Middle School	03	**81	1279
Rameleweed Middle School	03	**99	1837
Richards Middle School	03	**66	994
Nova High School	04	**122	2004
Boyd Anderson High School	03	**129	2177
Ely High School	07	**99	1427
Wauseon High School	03	**57	2048
TOTALS			

*Includes Sex Equity coordinators (SEC's; former SEC's, and teachers trainers, and/or acted as demonstration teachers

**Includes faculty and support staff (e.g., school counselors, assistant administrators, teacher assistants and aides.

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In Lincoln County, five of the county schools served as demonstration schools. They were selected on the basis of their strong, favorable attitudes toward equity as determined by the needs assessment and building administrator support. Steering Committees, composed of approximately six members from each school set the equity goals for the year and designed building activities to meet those goals. Committee members constituted the "core" faculty." Model demonstration schools receive equity resource materials and inservice training. Individual teachers choose the extent to which they participated in the equity program at each of the five demonstration schools. Teachers from non-site schools received the opportunity to participate in project activities such as training workshops; mary also observed demonstration lessons presented by the project staff.

Project Inter-Action in Quincy primarily served seven Impact Schools. Each Impact School formed an action team composed of administrators, teachers, counselors, parents, and sometimes students to plan equity activities for the school year. These action teams (4-6 members) met four to eight times per year and implemented an equity theme of their choice. Typically, a school-wide event based on the theme was held. Action teams enlisted the support of both teachers and students to use equity resources and to participate in these events. The project provided these resources; two methods stimulated teacher interest in their use. One was to exhibit the materials so that interested colleagues could meet with faculty users to discuss strategies appropriate for grade level and subject. The second was a resource packet containing excerpts from equity materials, keyed to the school-wide events, that was distributed to faculty for classroom use. District-wide workshops and training sessions offered opportunities for more educators and students to learn about equity; some of these were conducted jointly with other WEEA-funded projects. "Core" implementors in Quincy are those educators who utilize the resources they receive and infuse equitable instructional practices into their classes.

In Tucson, "core faculty" received more staff development, resources, and technical assistance than other educators: these FOCUS faculty also conducted inservice and outreach activities for approximately 300 TUSD and 572 University of Arizona educators. During Year 3, TUSD faculty participated in the project in one of four ways: as a FOCUS faculty member of the Task Force which engaged in training and outreach of educational equity within the district; as an intern; as a trainee in a session offered by a Sex Equity Specialist or one of the Task Force members, or as a FOCUS faculty member who chose not to join the Task Force, but concentrate on incorporating educational equity at the classroom or building level. A total of 51 educators in TUSD became involved in FOCUS Task Force effort, representing 23 schools. This includes FOCUS faculty who transferred to new schools at the beginning of this year, and wished to maintain their affiliation with the program. The Task Force consisted of 13 members who chaired faculty subcommittees. Each subcommittee planned a training activity designed to promote educational equity and assembled a product that would enhance the activity.

In the Broward County School System, the National Sex Equity Demonstration Project continued working with 13 demonstration schools. Each demonstration school had a Sex Equity Coordinator who promoted use of Equity materials, organized and/or conducted training activities at the building

level, and served as liasons between the Project and the schools. In addition, each coordinator spent in excess of 50 hours per year with staff in various types of training activities. In return for their efforts, these coordinators received a small teacher supplement. During year three, Project efforts were directed toward two primary tasks: 1) implementation of the Intern Program, and 2) completion of three volumes of equity-based lesson plans developed by Broward County teachers. Several meetings were also called to develop an agenda for institutionalizing project activities after the termination of federal funding. All of this was done in addition to the Project's regular program of workshops, training, and outreach activities.

The following sections of this report consolidate the major activities and events at each of the five demonstration projects. The overall approach in presenting the voluminous amount of information that represents project events is to organize data according to the major tasks common to each project. The numbers cited with each chapter heading refer to appropriate boxes on the conceptual model. Each discussion contains a global summary of task activities and a table displaying project-specific events. Illustrated examples of activities or unique aspects of a particular site are highlighted. Readers interested in more details about the programmatic thrusts should contact project personnel or review the technical and evaluation reports prepared annually by each project. In addition to this volume, another five-site document summarizes the three-year demonstration experience. This collective final report features project indicators of institutionalization at each site and comments on our experience within the framework of the published literature on institutionalization of educational innovations.

UTILIZING EQUITY RESOURCES

(box 7)

The introduction of new educational resources into an existing program is a complex and often delicate matter. It can be particularly delicate when the ideas presented in the resources suggest changes in practices that educators view as "standard operating procedures." We believe that most teachers do not intentionally select resources that are biased. Opportunities for selecting gender-fair resources are often limited; and in some cases, teachers have minimal representation in choosing classroom materials. But times are changing. The resources produced by WEEA plus other equity materials offer choices. The projects assisted educators in learning how to select and use these tools: procedures in the third year were not substantively altered from earlier implementation years.

The demonstration projects continued to infuse equity resources into existing educational programs. But faculty members were not asked simply to discard the old and bring in the new. Rather, high levels of teacher involvement characterized the selection and use of equity materials at all sites. Potential users reviewed resources and made selections based on the quality of a product and its appropriateness for teachers' instructional plans.

Review procedures varied by site, but formal reviews of available WEEAP and other equity resources occurred prior to classroom implementation. Some project staffs conducted preliminary reviews, then made recommendations to faculty. Others asked faculty members to review the materials systematically and record their reactions on a review form. The most active review procedures took place in the design phase and during the first year of the implementation phase. The process continues as new resources become available, but the initial selections charted the course for classroom implementations.

A. FACULTY REACTIONS TO THE RESOURCES

Materials spanned a wide range of judged quality and perceived usability in the local setting. Each of the five sites independently reached similar conclusions about the value of individual resources for classroom implementation. The conclusions reported last year still hold:

- plenty of resources were available, and except for audio-visual materials, were relatively inexpensive;
- the extent to which resources were "ready to use" was highly variable;
- the few available self-contained curriculum "packages" were seldom adopted by teachers; the tendency was for teachers to pick those items or portions that fitted into an existing curriculum plan;

- resources containing lessons or activities with stated student objectives and well-organized plans were very popular because they minimized teacher preparation; and

- fewer resources were available for early childhood classrooms than for upper primary and secondary students.

From the hundreds of pieces (products may consist of multiple pieces) examined by faculty at the demonstration sites, they selected those resources deemed most useful. The products selected by each site are shown on Table 4 at the end of this chapter, updated to reflect the choices made in the final implementation year. Table 4a lists the 25 resources that were used for the first time during year three.

B. IMPLEMENTATION OF THE RESOURCES

Once faculty reviewed and selected gender-fair and gender-affirmative materials, and learned where and how to obtain them, how did they use the materials? The following attempts to convey a sense of the implementation process by presenting illustrations of faculty approaches to infusing these new materials: again, the process remains constant in the third year.

Three general levels of use are: (1) adopting lessons or activities "as is"; (2) expanding or developing an idea found in a resource; and (3) "going beyond" the resource by developing one's own ideas and/or by altering a traditional practice or procedure.

The first level, using an activity planned by someone else, is straightforward. It requires little adaptation; the teacher directly incorporates the activity into a lesson previously written. Teachers may use the material as an adjunct or a special event. Activities in this category include:

- nonsexist classroom organization (lineups, play groups);

- discussion of words that link gender to occupations (e.g. "policeman," "fireman," "housewife") and presentation of alternative generic forms; and

- identifying responsibility for household chores and how the traditional division of labor might be altered.

The second way of using resources typically involves expanding an idea or developing a spinoff activity. Sometimes a change was required because of special classes such as adaptive education or gifted and talented. It is also common to find teachers of one grade level modifying an idea for use at another grade level.

- Youngsters who studied the middle ages also discussed Joan of Arc, even though she was not included in the text.

- A discussion in a primary class on whether or not objects could be labeled as girls' or boys' led into an activity using the color-wheel wherein students named their favorite color. The associations of certain colors were then explored.

The third level of implementation reveals creativity and initiative by users; it perhaps most clearly indicates progress toward infusion. At this level, there is less dependency on others' suggestions and more development of original plans. Movement and actions automatically begin to reflect an integration of equity concepts.

- Instituting practices such as lining up students by sex alerts a teacher to other gender-based grouping patterns and the teacher begins to mix the sexes, e.g. during class chores, in play groups, or at lunch tables.

- Students in a media class are encouraged to identify sexist remarks by other students or the teacher. The remarks are then recorded and placed in a special box at the front of the class for the teacher to use in initiating discussions. This exercise provides a constant reminder of how pervasive sexism is.

- A teacher makes certain that sentences in a spelling test do not contain biased phrases or statements.

- Social studies faculty incorporate equity concepts into a state's K-5 competency requirements.

- Teachers review story books and design equity activities based on a situation or an episode in the story.

We have tried to facilitate infusion of equity resources in the districts and schools by providing inventories of resources to each participating school, assisting faculty to plan special activities and learn how to incorporate equity into the ongoing educational program, and creating opportunities for educators to share what they have learned with their colleagues.

During year three, the following activities related to the implementation of resources are particularly noteworthy.

- The Lincoln County demonstration project cooperated in the production of a 15-minute videotape entitled "Equal Time: Illustrating Equity in the Classroom" (K-6). Teachers and students from the district participated in the taping. "Equal Time" explores how equity can be incorporated into classroom practices in such areas as language arts, physical education, math and social studies.

- The Lincoln County School District demonstration project published Selected Lesson Plans for Elementary Teachers as part of an effort to collect and disseminate effective equity lesson plans developed by school district teachers. Over 30

lesson plans in the subject areas of career education, math/science, language arts and social studies are included. These equity lessons were demonstrated by the project staff on 60 separate occasions to a total of 3,884 students.

- During the third year, 15 out of 18 schools in Lincoln County developed at least one building equity goal for 1982-83. The project provided each school with $100.00 for the purchase of equity materials to further their building's goal.

- During year three FOCUS continued to distribute the teacher developed lesson plans produced during years one and two of the implementation:

  Equity Activities Year 1 - Elementary and Secondary Level (100 lessons)

  Equity Activities Year 2 - Elementary Level (50 lessons)

  Equity Activities Year 2 - Secondary Level (50 lessons)

The lessons covered all subject areas. Copies of these documents were disseminated to all FOCUS teachers: the volume describing the activities for year two was also disseminated to interns.

- FOCUS also published approximately 500 copies of a product written by three FOCUS kindergarten teachers entitled Equity-Based Activities for Early Childhood Education. Copies were disseminated to all teachers, interns, and educators at other demonstration sites.

- First FOCUS: Equity was authored by three FOCUS faculty mentioned above. 1,000 copies were printed and distributed to educators throughout TUSD, at other demonstration sites, and national conferences. The book describes how to introduce equity into the early childhood classroom in an effective and natural fashion. Liberally illustrated with artwork prepared by students and photographs of equitable classrooms, the book draws upon the authors' experience in FOCUS.

- FOCUS developed two additional resources worth mentioning:

  A high school counselor developed a presentation on FOCUS to supplement the slide/tape on the five national demonstration sites. The show has been, and will continue to be, used to introduce "equity" to local and visiting educators.

  A second high school counselor produced a program to orient incoming freshmen to the departments and

course offerings available at the school. The presentation includes pictures of males and females participating in all classes, mentions specific occupations for which various courses help students to prepare, and urges females to take math and science courses.

The preceding list is by no means inclusive: these are merely examples of developing and distributing resources.

Table 4
Teacher-Selected Inventory of Most Widely Used Resources
(Year 3)

Resource Title	Reidsville	Lincoln County	Quincy	Tucson	Broward
A.C.T.I.V.E.		X	X	X	X
Amanda Smith Lecture (tape recording)				X	
And Ain't I a Woman? (filmstrip)					X
As Boys Become Men				X	X
ASPIRE		X			
Assertiveness Training for Young Women				X	
Be What You Want to Be			X		
Beating the Numbers				X	
Becoming Sex Fair (Tredyffrin/Easttown Program)	X	X	X	X	X
Born Free		X	X	X	X
Breaking the Silence		X			X
Career Education Activities for Subject Area Teachers			X	X	X
Career Shopper's Guide				X	
Changing Words in a Changing World	X	X	X	X	X
Choices A & B: Learning About Sex Roles	X		X		X
Competence in Our Society					X
Competence Is for Everyone		X	X		X
Connections	X	X	X	X	X
Cooperative Sports and Games			X		
Deborah Sampson: Woman of the American Revolution	X				X
Different People					X

(continued)

Table 4
(continued)

Resource Title	Reidsville	Lincoln County	Quincy	Tucson	Broward
Eliminating Sex Bias in Education			X	X	X
EQUALS	X	X	X	X	
Equal Play (Newsletter)				X	
Equal Their Chances	X			X	X
Equity Activities (FOCUS)	X	X		X	
Equity-Based Activities for Early Childhood Education				X	
Equity in Physical Education		X		X	X
Expanding Your Horizons in Science and Math		X	X	X	X
The Fable of He and She (film)	X		X	X	X
Facing the Future (CCSO)	X			X	
Fair Play: A Bibliography of Non-Stereotyped Materials	X		X	X	X
Famous Women of America	X			X	X
The Female Experience: An American Documentary				X	X
Focus on the Future		X	X	X	X
Free to Be You and Me (kit, book, record, filmstrips)	X		X	X	X
Freedom City			X		X
Freedom for Individual Development		X	X	X	X
Freestyle			X	X	
Game of Life (board game)				X	X
High School Feminist Studies					X
Home Economics Unlimited	X				X
How High the Sky? How Far the Moon?		X	X	X	X
Hurrah for Captain Jane			X		
Hypatia's Sisters	X		X		
I Can Be What I Want to Be	X			X	
The I Hate Mathematics Book	X		X		
In Search of Our Past	X	X	X	X	X
In the Minority					X
Integrating Cultural Diversity into Non-Sex-Biased Curriculum				X	
Job Options for Women in the 80's				X	
Judge Me, Not My Shell (videocasette)					X

(continued)

Table 4
(continued)

Resource Title	Reidsville	Lincoln County	Quincy	Tucson	Broward
Killing Us Softly			X	X	X
Liberty's Women			X		
The Magic Hat	X				
Male and Female					X
Many Thousand Words -- Work Pictures	X	X	X	X	X
A Man's Place (film)				X	X
Maximizing Young Children's Potential				X	X
New Pioneers	X	X	X	X	X
Occupational Simulation Packets				X	
Oliver Button	X				X
Options	X	X		X	X
People and Places, U.S.A.	X		X	X	X
People Working	X		X		X
Physical Educators for Equity		X		X	X
Project Awareness Materials		X			X
Project Choice Materials		X		X	X
Project Equality Materials	X	X	X	X	
Project on Sex Stereotyping in Education Materials		X		X	X
Promoting Educational Equity Through School Libraries	X	X		X	X
Remarkable American Women	X				
Science, Sex, and Society		X		X	X
Sex Equity Handbook for Schools	X			X	X
Sexism and Media (filmstrip)			X	X	
Shaping Teacher's Expectations for Minority Girls				X	
Sourcebook for Sex Equality, Inservice Training			X		
Sources of Strength				X	X
S.T.E.R.E.O.				X	X
Strategies for Equality (various volumes)			X		
Sylvia, Fran and Joey (film)					X
TABS Posters	X	X	X	X	X

(continued)

Table 4
(continued)

Resource Title	Reidsville	Lincoln County	Quincy	Tucson	Broward
TABS Quarterly	X	X	X	X	X
The Tap Dance Kid (film)	X			X	X
Tatterhood and Other Tales (book and tape)	X				X
Teacher-Developed Materials	X			X	X
Teacher Skill Guide for Combating Sexism	X	X		X	
They Chose Greatness			X	X	X
Thinking and Doing		X		X	X
Today's Changing Roles		X		X	X
Together We Can		X	X	X	X
Toward Equality				X	X
Trabajamos				X	X
A Train for Jane	X		X		X
Try It You'll Like It	X				
Undoing Sex Stereotypes	X		X		
The Whole Person Book	X	X	X	X	X
William's Doll	X	X	X	X	X
Winning Justice for All	X		X	X	X
Women at Work (filmstrip)				X	X
Women in American History: A Series	X	X		X	X
Women in Literature	X				
Women in Science (audiocasette/slides)					X
Women of Achievement (poster set)					X
Women Scientists Today (audiocasette)					X
Women's Work America	X				X
Yellow, Blue and Red Book	X	X	X	X	X
Yes, Baby, She's My Sir!					X

Table 4A

New Resources Used in Year 3

Resource Title	Reidsville	Lincoln County	Broward County
America's Women of Color			X
BIAS: Building Instruction Around Sex Equity			X
The Black Female Experience in America			X
Comets			X
Fannie Lou Hamer (Film)			X
Great Women Biographical Card Game		X	
Growing Up Equal			X
Herstory		X	
Mathco			X
Math for Girls and Other Problem Solvers		X	
Multicultural Teaching			X
National Women's History Week Project Less or Plan Sets		X	
Prejudice Book			X
Rosie the Riveter (Film)			X
Sandra, Zella, Dee, and Clara (Film)			X
S.P.A.C.E.S			X
Supersisters Trading Cards		X	
Understanding Sex-Roles and Moving Beyond			X
When I Grow Up I Want to Be		X	
WINC			X
Women: Social Issues Research Series			X
Women in Mathematics (Posters)	X		
Women in World Culture			X
1983 Women's History Curriculum Guide		X	
Women in Science and Technology		X	

DEVELOPING STAFF CAPABILITIES

(boxes 8 & 4)

The training component of the demonstration projects consumed a lion's share of the human and financial resources. We expanded our training during the final year to include out-of-district educators, as described in the next chapter. The five contractors agreed that the critical requirements for removing and reducing barriers to equitable educational opportunities were the people chosen to bring about the desired changes. During a school day, students meet and interact with an assortment of individuals whose potential influence is great. We hoped to reach many of those key influences, educate and train them to balance educational opportunities for all students, and contribute to young people's knowledge and understanding about realistic occupational choices. We aimed to make a difference in the quality of education our young people receive. To achieve this state, the demonstration projects employed a multi-faceted training approach on a variety of equity topics for a variety of role groups.

We continued to make sex equity an integral part of instructional strategies, classroom organization, recreational activities and other aspects of school life. Equal treatment of all students regardless of characteristics such as gender or ethnicity should be the natural practice for all educators who influence the intellectual and emotional growth of our youth. Training priorities at all sites focused on the educational personnel such as teachers, librarians, counselors and administrators. Each site also provided in-service to the noncertified educational community such as teacher aides and clerical staff. Parents, student teachers in the local universities, and other groups were not neglected, but typically received attention within the framework of an intern or visitation program, and community outreach.

We strove to develop a cadre of educators committed to sex equity, capable of identifying discriminatory practices and knowledgeable about procedures aimed toward reducing sexism in the schools. This approach guided the training and inservice programs at each of the sites. Training activities differ across site in terms of length of the training session(s), topics of instruction, the number of session(s) and when they are offered. Participation is also site-specific. Some sites issue invitations to a workshop or seminar on a "first come, first served" basis. Others may require attendance of the core group at the training sessions. Some use a mixed mode. Commonality does exist, however, in the substance of the material presented during training.

A. FACULTY AND ADMINISTRATORS

Issues addressed during workshops may be appropriate for more than one role group, so participants often include a mix of faculty, counselors, and administrators. Peer group sessions are also common. The number and type of individuals who received inservice training during year three are shown in Table 5.

Table 6
Number of Training Activities * and Type of Participants
(Year 3)

	Site									
	Reidsville		Lincoln County		Quincy		Tucson		Broward County	
	E	P	E	P	E	P	E	P	E	P
Core Faculty	-	-	15	297	4	102	9	40	6	13
Other District/County Faculty/Administration	2	37	15	207	2	4	6	194	9	152**
Students or non-certified personnel	3*	1199*	16	363	4	17	6	118	2	25
Out of district educators / student teachers	-	-	-	-	6	294	14	665	-	-
Project participants sent to Non-project training	-	-	6	21	3	20	-	-	-	-
	5	1236	52	888	19	437	105/1017		17	190

E = Events P = Participants
* Local students only
** Includes some core faculty

As in previous years, the sites were guided in their staff development programs by:

- focusing on the teachers and their needs;
- providing faculty ample opportunities to interact with their colleagues in other participating schools at their site; and
- introducing practical and effective instructional strategies appropriate for classroom use.

Instruction to faculty covered all or some of the following topics:

- infusing equity into specific curriculum areas such as social studies, math and science, language arts, career education, or physical education;
- identifying bias in textbooks and other educational resources;
- developing nonsexist counseling techniques;

- preparing district educators for women's history week;
- applying equity to special/adaptive education classes;
- obtaining renewal credit to meet state certification requirements for faculty continuing education;
- adapting resources for classroom use through lesson planning and demonstrations;
- learning about the consequences of sex-role stereotyping;
- creating gender-fair environments in early childhood classrooms;
- developing strategies for infusing gender equity with cultural equity;
- overcoming bias in classroom interactions; and
- introducing assertiveness training.

During the first implementation year, all the demonstration projects learned that the level of awareness and readiness to apply equity concepts was less than assumed. Therefore, all projects devoted more time to heightening faculty awareness about discriminatory instructional practices than originally planned. In years two and three we shifted to training that developed skills in analyzing resources for bias, developing personal practices to combat bias, and in general, creating equitable learning opportunities for all students. New participants, however, began with awareness sessions.

Year three training activities included the following:

- In Reidsville, the student training activities included a 45 minute "Free to Be Puppet Show" to 1,100 students, presentations to a psychology class of 24 students and an occupational exploration class of 75 students. Twenty Reidsville administrators attended a four hour workshop specifically for administrators, and seventeen faculty members and administrators attended a two hour lecture on sex differences.
- In Quincy, training was targeted to the Action Teams in Impact Schools and to Title IX Building Liaisons for all schools in the district. The focus of the training was to help individuals supportive of equity develop skills to actively enhance the district's continuing equity efforts. The training resulted in a district-wide cadre of teachers, parents, and students who are knowledgeable about equity.
- Quincy also sent several teachers to the National Women's History Conference, and Hidden Issues in School Climate Conference. There were day-long training events sponsored by the New England Center for Equity Assistance.

- Quincy staff also provided training to participants in other demonstration projects. They adopted a dissemination game for equity issues and found it to be useful in understanding the change process.

- In Lincoln County, personnel attended six training events that were conducted by sex equity specialists from other agencies. Lincoln County also implemented the Building Level Equity Goal program: 15 of the 18 schools in LCSD developed, on a voluntary basis, at least one equity goal. Project staff provided support in developing goals and action plans, and in planning for relevant inservice, technical assistance and resource needs.

- Project FOCUS in Tucson formed 13 subcommittees each with a different area of responsibility. Six groups designed inservice training and/or resources for Tucson staff and/or student teachers. The subcommittees which undertook training activities were

Early Childhood Education. This committee designed an inservice program and a packet entitled FAIR PLAY to raise the awareness about sex role stereotyping in early childhood for a variety of educators. The inservice and packet were very flexible in terms of time and number of activities presented. The packet was distributed to all educators, and presentations without packets were made to two parent groups.

Administrative Intern/Student Teacher Training: Elementary. This subcommittee gave five inservices presenting activities and information they use in their classroom. The University of Arizona student teachers and TUSD Leadership Training Forum for Prospective Administrators were their audiences.

Administrative Intern-Student Teacher Training: Secondary. This subcommittee took the task of providing training and information for secondary administrative interns and student teachers. They put together a large packet with ideas and activities for all subject areas. Various sections of that packet were then used in their inservices depending on what subject areas were represented in the audience. This was a very useful compilation in that secondary educators could find their particular subject and see what approach and activities were most successful. The appropriate audience for their packet and inservice are secondary teachers or administrators. The subcommittee gave six presentations--one to TUSD administrative interns, four to University of Arizona secondary student teachers, and one to Arizona State secondary student teachers.

Counselor Training. This subcommittee designed a packet to give counseling professors and counseling students an idea of the issue of sex equity in education as it relates

to counselors. The contents of the packet were general sex equity information and a counselor checklist. The checklist was most useful in showing a counselor all the areas of student-counselor interaction which may be sex-biased. Two inservices were given using the subcommittee's packet. One was presented to the University of Arizona Counseling and Guidance Department faculty. The second presentation was made to the counseling practicum students in one University of Arizona counseling class.

Men's Issues. The purpose of this subcommittee was to address men's issues aimed toward a balance in striving for equity. It served to remind colleagues that educational equity is not just "for women only." The subcommittee assembled a packet of materials designed to enhance such awareness.

Product Development--Subcommittees for Primary, Intermediate, Secondary, and Special Education. These subcommittees each compiled packets of equity materials and conducted in-service training sessions on their effective use.

In addition to the training which continued in the host districts, project staff held training sessions outside their districts. Figure 2 illustrates the geographic extent of these efforts.

B. TITLE IX COMPLIANCE

Efforts to coordinate demonstration site activities with Title IX were clearly present during the third year of implementation. In general, these efforts focused on meeting with district and school officials responsible for the implementation of Title IX. Discussions were held to improve mutual awareness, discuss ways to cooperate, and to share resources and support. In Reidsville, Quincy, and Tucson, particular attention was devoted to equity in athletics. Two FOCUS faculty served on the TUSD Interscholastic Athletics Task Force, whose mission is to insure equitable access to all athletics programs in the junior high school. The Sex Equity Specialists also provided technical assistance to the new TUSD Compliance Officer in planning affirmative action events: they also assisted in inservice training to district administrators.

Lincoln County conducted a two-session anti-discrimination law workshop for 37 Lincoln County School District, teachers, administrators, and substitutes.

In Broward County, each intern program contained a segment on Title IX. This included a presentation entitled "Discrimination and the Laws" from BIAS: Building Instruction Around Sex Equity, a Title IX Quiz, and an in depth discussion of Title IX regulations, particularly how they affect the school-environment.

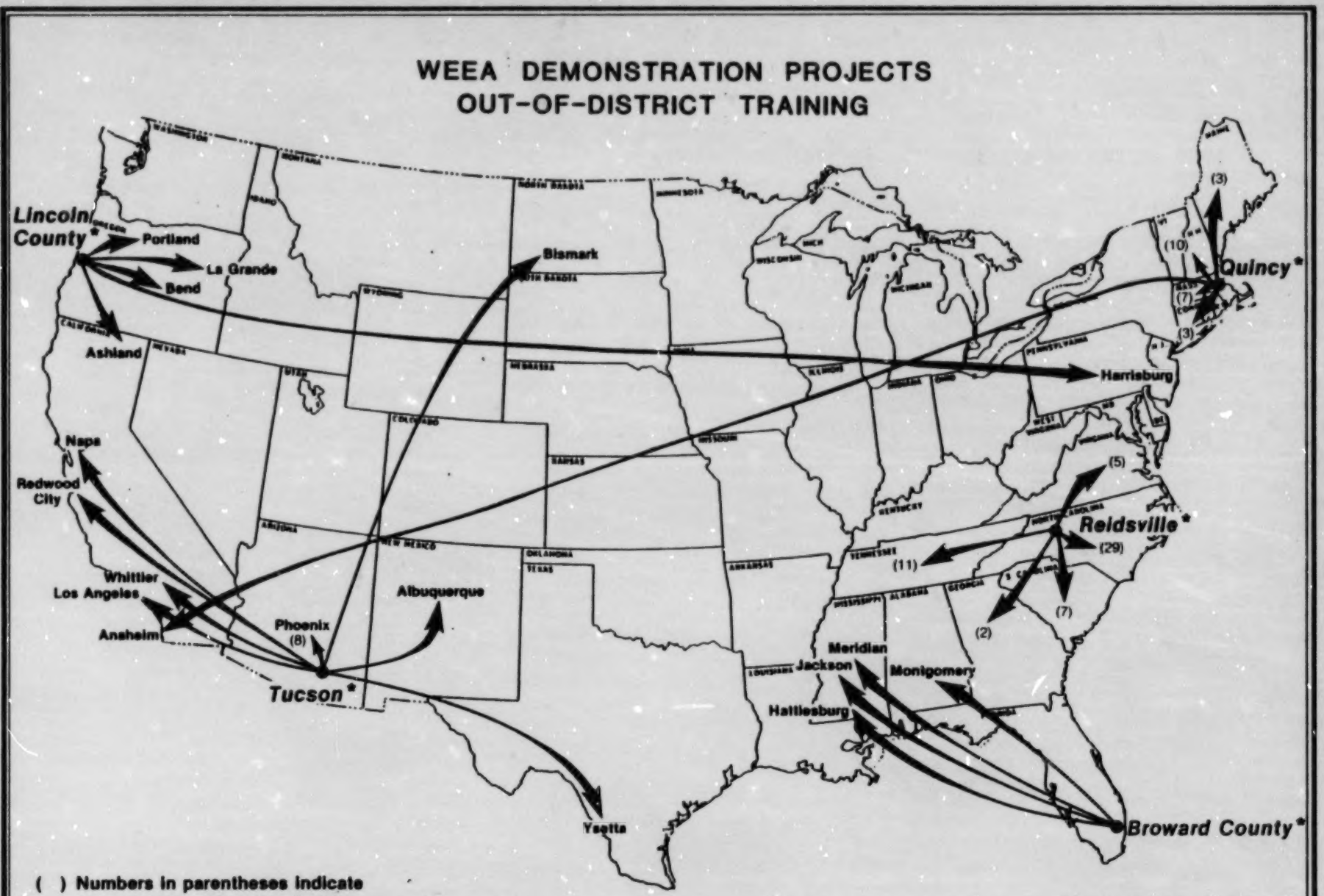
WEEA DEMONSTRATION PROJECTS
OUT-OF-DISTRICT TRAINING
Lincoln County*
Portland
La Grande
Bend
Ashland
Bismark
Harrisburg
Quincy*
(3)
(10)
(7)
(3)
Napa
Redwood City
Whittier
Los Angeles
Anaheim
Phoenix
(8)
Albuquerque
Tucson*
(5)
Reidsville*
(29)
(11)
(7)
(2)
Meridian
Jackson
Monigomery
Hattiesburg
Ysleta
Broward County*
( ) Numbers in parentheses indicate number of participating districts
* Represent demo sites

FIGURE 2

ESTABLISHING INTERN PROGRAMS

(boxes 18 & 19)

Each site devoted more time to this component during the third year than during the previous implementation years. The purpose of an intern component was to train educators both within and outside of the demonstration site about the principles and practices of educational equity. We hoped that these educators would, in turn, act as change agents to implement similar programs within their own schools and/or districts. Intern programs were not free rides to a demonstration site. We required commitments such as travel costs, released time from home district responsibilities, payments for substitutes obtained during an intern's absence, and willingness to allow an intern to communicate some of the newly acquired skills and knowledge to colleagues in the trainee's district.

Intern programs began during the second implementation year, although recruitment of the trainees started during the first year. As Table 6 below shows, during the final year, 517 educators received internship training from the demonstration site staffs.

Table 6

Number and Type of Interns

(Year 3)

	Site					
	Reidsville	Lincoln County	Quincy	Tucson	Broward County	TOTAL
Faculty	171	36	51	48	100	406
Administrators	22	11	7	2	8	50
Others*	40	3	10	7	1	61
TOTAL	233	50	68	57	109	517

*Includes university professors, out of district educators, university students, practice teachers, parents.

Some combination of the following characteristics describe an Intern Program:

1. from two to five days long;

2. participants include elementary and secondary faculty, parents, administrators, counselors, librarians, teacher aides, administrators of special equity projects (e.g. EQUALS), and university students;

3. several sites require a minimum of two educators per building in the intern program;

4. formal/classroom presentations by project staff combined with class visits and conversations with faculty;

5. more than one representative from a school or district;

6. shared costs between the demonstration site and the trainee's home district;

7. discussion time with a trainee's counterpart (e.g. social studies teacher, high school counselor, etc.);

8. visitations to classrooms;

9. introduction to teacher selected resources plus references for learning about additional resources;

10. receipt of some instructional resources (e.g. lesson plans);

11. suggestion list for an "introductory" set of resources;

12. panel presentations by demonstration teachers to the trainees;

13. action plans for follow-up activities at home developed by trainees; and

14. trainee evaluation of the intern program.

Each site applied these characteristics to a tailor-made intern plan. Highlights of the internships conducted by each of the five demonstration sites during the third year appear below.

A. BROWARD COUNTY

Each each intern received 18-20 hours of training. The intern program included the following experiences.

1. Training in civil rights laws affecting education.

2. Training in examining bias and stereotyping in curriculum materials.

3. Examination of sex equity materials and programs with accompanying descriptive data and evaluative data.

4. Observations of classroom teachers using sex equity materials, techniques, and programs with students or with visitors, followed by visitor questions and discussions.

5. Observations of physical education teachers demonstrating techniques for use in coeducational classes.

6. Observations of students discussing equity issues and their activities on behalf of the project.

7. Examinations of written information and materials on implementing and monitoring a comprehensive sex equity plan, on conducting an intensive needs-assessment, on intergrating sex equity materials and programs into the existing curriculum.

8. Discussions with various role group representatives on day to day implementation problems and successes.

9. Seminars with school and project administrators to discuss the value, cost, outcomes, impediments, and facilitators of sex equity and Title IX compliance.

B. REIDSVILLE

In the Reidsville intern program most of the internships ranged from two to eight days, depending on participant needs. Two internships were offered through the University of Tennessee and Appalachian State University for three graduate credit hours, and lasted eight days and five days, respectively.

Topics covered in the internships varied somewhat, depending on the needs of the participants. Some of the topics covered in the internships include biological and psychological sex differences, theories of sex-role development, stereotyping, sex-role socialization, Title IX and related legislation, biased language and its effect on the development and perpetuation of sex roles, and bias in curriculum materials. Regardless of format, all of the internships were designed to:

1. familiarize the participants with the Reidsville Educational Equity Project;

2. familiarize the participants with the philosophy of educational equity;

3. develop participant awareness of inequity in school systems;

4. help participants discover their own stereotypes and biases and the effects of their biases on school children;

5. help participants discover inequity in their own school system;

6. familiarize participants with materials, activities, and techniques that can increase equity in the classroom and local school environment; and

7. help participants develop an action plan for implementing educational equity in their own school system.

The Reidsville teaching methods included:

1. "homework" in the form of outside reading to supplement lectures and discussion topics;

2. assessment of equity needs in the participants' schools and school systems;

3. personal experiential exercises to help participants discover their own level of awareness;

4. role playing to recognize depth of awareness;

5. a panel of educators from Reidsville presented their experiences as change agents; and

6. an informal dinner during the internships where Project staff members, interns, and consulting teachers and administrators from Reidsville got together and discussed issues raised in the internship. The relaxed, informal atmosphere tended to generate a great deal of communication and sharing of equity ideas and issues.

Action-planning and follow-up was an important part of the Reidsville intern program. A unique aspect of these two internships was the course requirement that participants show evidence of implementing, to some degree, their equity action plan. Course grades were withheld until the evidence was presented.

The 1982 internship participants received a questionnaire asking them to describe the extent to which they had been able to implement their equity action plans. Questionnaires were sent approximately three months after the internship, and again a year later. After three months, most interns stated that although no formal district action had been taken, many inservice programs for colleagues had been offered. One intern established an awareness exhibit that was viewed by 300 to 400 vocational educators at a regional conference. Many interns indicated that they had shared their materials and resources they received during the internship, and many indicated that their awareness of gender bias in textbooks would guide the selection of new materials. A participant from the Netherlands wrote that he organized a national

workshop on equity for teachers in vocational education. In addition, he developed a workbook on sex-role awareness that will be used in the schools and in workshops. A year after the internship, several interns reported that they had implemented aspects of their action plans. For example, one intern held a 30-hour equity workshop. Another reported that sex bias had been removed from course registration materials, and that vocational classes were being monitored for evidence of discrimination. Responses from both questionaires revealed that interns found lack of time and lack of resources as major obstacles to the implementation of their equity action plans.

Participants in the 1983 internships have recently begun the 1983-84 school year, too early to judge the extent to which they were able to implement their action plans. However, their enthusiasm and commitment to educational equity were apparent in the individual comprehensive action plans and in their personal comments. It seems likely that their plans for implementing an equity program, developed to meet the needs of their specific schools, have an excellent chance of being realized.

The action plans were quite varied, depending on the needs of the participants' schools. The following activities are examples of what the interns plan to do during the 1983-84 school year:

- analyze textbooks in use for bias;
- offer inservice for teachers to increase their awareness of equity issues;
- develop Equity Week - a five-day awareness workshop to address equity issues;
- organize an equity awareness committee consisting of student representatives, teachers, administrators, and parents;
- review school policies to eliminate inequitable policies and sex-role stereotyping;
- expand career development guidance program to be more sex fair;
- increase minority sex enrollment in traditional classes;
- create public awareness of male and female students enrolled in non-traditional programs (e.g., through feature articles in local newspapers);
- evaluate vocational programs and activities with regard to sex discrimination, bias, and stereotyping;
- distribute a monthly newsletter describing the plans and progress of our equity teams; and

- schedule nontraditional employees to come in to the school in the form of a panel and speak to students in all English classes.

It is evident from the immediate and follow-up evaluations of the 1982 interns and from the action plans of the 1983 interns that they learned a great deal about the philosophy, importance, and need for educational equity. Interns discovered their own biases and stereotypes, and learned about the effects of these attitudes on boys and girls and their future. For example, many interns indicated that they had become more personally aware of the insidiousness of sex-role stereotyping and were attempting to change their own behavior and attitudes. They also reported that they were attempting to present more options to their students. One intern's goal was to get more boys interested in the home economics curriculum. In the follow-up evaluation, she wrote that one of her male students was a district winner in food demonstration, and another was selected treasurer of Future Homemakers of America. It seems reasonable to conclude, therefore, that the internship programs had an impact on participating interns, both attitudinally and behaviorally, and on the interns' schools and students.

C. QUINCY

The Quincy intern program was viewed as extremely successful by project staff. It provided training and support to teams of people from selected school districts on how to replicate Project Inter-Action.

Action Teams were selected by each district. A team of people was chosen to represent various role groups (i.e., administrators, teachers, parents, students) appropriate to the particular district. To aid the team's participation, the district ws asked to allocate time for team meetings and activities, and to provide substitutes as needed for those who attended the training.

The Intern Teams met together for a total of four days of training. The Intern-Action staff consulted with the Intern Teams during the year and made on-site visits.

Interns learned about Inter-Action activities and approaches, visited project schools and classes, and developed skills in promoting change. During the school year, the interns engaged in activities to promote sex equity in their own school system. Thus, an immediate infusion of new sex-fair activities, curricula, and practices occurred in the districts participating in the program. The Intern teams made a commitment to meet monthly. This was carried out in most, but not all, of the intern schools. However, in all intern schools equity activities took place as the result of the intern teams.

Following are examples of activities that were undertaken by the Intern teams in their own schools.

- Material displays were conducted in all new intern schools. The teams used various methods of carrying out the displays. Two teams

reviewed the materials themselves. The other teams held displays which were for the entire faculty. In general the displays were well publicized by the teams and resulted in the exposure of many teachers to the materials and extensive borrowing of materials from Project Inter-Action.

Each school participating in Project Inter-Action's Intern Program for 1982-1983 received an incentive grant of up to $200 to facilitate the purchase of materials for their school and for the spring equity event. One-half of the grant was for purchase of WEEA materials; the other half could be used for purchase of other resources.

The material exhibits were used as a way for teachers to make requests of the Action Team to purchase the materials with the Project Inter-Action Incentive Grant.

- Demonstration lessons were conducted in four intern schools during material displays to allow teachers time to view materials. This often resulted in increased respect for project staff by teachers and improved cooperation with Action Team creditability.

  Another use of demonstration lessons was to help one school celebrate National Women's History Week.

- All of the Equity Action Teams from the intern schools made presentations to their schools about what equity is and the events that they were planning for the school. Some teams made as many as four separate presentations to their staff. In addition, interns developed equity bulletin boards, distributed equity lessons (one school devised a faculty room display that contained an "Equity Lesson -- Take One.")

- One intern school made a presentation on National Women's History Week to a district-wide planning group.

- Two Maine Interns were asked by the Department of Education's Equity Specialist to make presentations about their experiences to all 90 Title IX coordinators at three regional meetings around the state.

- The Action Team for Weaver High School in Hartford, Connecticut developed and conducted a workshop on their experiences for the National Council of Sex Equity Educators Conference in Maine in July. One member was also asked to speak to the St. Louis Committee on Quality Education for the Non-Integrated Schools on her experience using Inter-Action's planning and action process.

There was scant material available to evaluate the Intern School program. It would have been particularly desirable if student attitude surveys had been available, so that results could have been evaluated and compared to the Quincy schools. Nonetheless, the impressions gained from three sources we examined--the Success Charts, the lists of workshops attendance and the responses of those who attended the workshops--suggest to us that the program did work well in the intern schools. At the very least, it is clear that the workshops were highly successful in conveying information, in

suggesting change strategies, and in reinforcing a high level of interest and morale among participants. It is clear that the workshop process can work very well in introducing interested participants to ways of dealing with equity concerns.

When these concerns are dealt with in the future, one would expect this format again to prove effective. Attention might be devoted to other problems, particularly to how best to provide continuing support once a program is underway, and how to encourage its future survival if external support is withdrawn. Another particularly important set of questions centers on program impact on schools of differing social structure. Our impression was that participants in smaller, more cohesive schools had an easier time both in working together and in introducing the program than did those in large schools, in large urban settings. If so, this problem should be addressed when planning future programs, as there are many schools of the latter type in our society.

D. LINCOLN COUNTY

In Lincoln County, two types of intern programs were offered during 1982-83. An in-district intern program was conducted in the early fall and was modeled after the second year's format. It took place over a 2 1/2 month period and included 15 hours of training. Later in the school year an out-of-district intern program was developed in order to further disseminate equity materials and training information. For this program, workshops were presented in three Oregon locations and consisted of a three-day program representing 13 contact hours. Objectives for both programs were to:

1. increase awareness of the need for sex equity in education;
2. enable participants in recognizing sex bias in education;
3. develop assessment skills in participants;
4. disseminate strategies for increasing equity at the district, building and classroom levels;
5. develop educational equity action plans; and
6. share equity resource materials.

Topics covered in both programs were similar to last year's presentations, with the addition of high technology, computers and math anxiety information.

Individuals who participated in the intern program represented positions that could have an impact on their local school programs, e.g., administrators, Title IX coordinators, curriculum specialists and counselors. Sixty percent had direct responsibility for equity issues. Most of those who did not have such a responsibility claimed a personal commitment to equity even though it was not a specific assignment. Through interviews conducted with a random sample of participants in the intern programs, staff obtained

information about participants' reaction to the program itself and its continuing influence on participants.

About two-thirds of the participants came with general equity goals, one-third with specific equity goals. Of the former, 88 percent reported that they achieved their goals. Approximately half of those who came with specific equity goals achieved their goals. From this, staff concluded that the programs were successful as a general orientation to good equity practices.

The degree to which the program had an impact on those participating varied. Results showed, however, that 60 percent of participants felt the intern program increased their personal commitment to equity. In contrast, its effect on their ability to make changes in their organizations was somewhat less with only 32 percent reporting a diffuse impact and 20 percent a specific impact. There seemed to be no correlation between the perception of personal impact and organizational impact. For example, one person who claimed the program had no personal impact, returned to the district and wrote a complete curriculum unit on sex equity. Most frequently, however, interns returned to their districts and made available specific equity materials or techniques for use in their buildings or districts.

Several interns reported that they attempted to adopt the administrative practices observed in the Lincoln County equity project because they were viewed as effective ways to institutionalize equity in a school or school system. At this point they can not report success or failure.

E. TUCSON

FOCUS intern workshops included faculty, counselors, librarians, curriculum managers, and other educational personnel interested in fostering sex-equitable practices for students in grades K-12. The workshop agenda was composed of four major segments.

- Interns were introduced to the FOCUS philosophy and given an overview of the five national demonstration sites, along with details of the Tucson project. Then, gender bias and stereotyping in textbooks and other media were examined. Alternative, equitable resources were displayed and discussed by the FOCUS Sex Equity Specialists.

- The program also includes discussion of: unfair classroom practices limiting males' and females' sex-role expectations; strategies for involving parents in gender-fair practices at home; non-stereotypic careers for both sexes; and interns' specific local needs and personal interests with regard to educational equity.

- Interns participated in school site visits to observe "equity in action" in the classroom and to meet with faculty who are putting FOCUS principles into practice.

- Interns reviewed their school visitations, discussed what they had learned from their FOCUS training, and indicated what action they planned to take in their own educational and personal milieu.

Interns represented both elementary and secondary educators in the Tucson Unified School District and the Napa Valley School District. The Napa Valley interns came only from the elementary grades--one from each building in the district. Most had no previous training in equity concerns; those who had were participants in the "math equals" program. Although many conceptually supported the notion of equity, they knew few specifics about what to do or what they were doing in their classes that could be viewed as inequitable. They were open-minded and interested in learning about how to improve their own classrooms. Some were from rural schools; a few taught in one-room schools.

The TUSD interns ranged from K-12 educators, including three counselors, two social workers and one administrator. Although many came from schools where some of the faculty had participated in FOCUS, they had limited training in educational equity; some had mixed feelings about its relevance to them. All participants volunteered to attend the intern program.

Follow-up questionnaires were mailed to each of the 57 interns; 28 respondents completed the forms and returned them to AIR. We asked interns to describe actions taken after their intern experience with several populations with whom the educators typically interact (students, their colleagues, and parents). They reported whether or not an event had taken place, was planned for the 1983-84 school year, or both. We learned that 16 different activities had occurred with students or colleagues. The most frequently recorded action was consistently role-modeling equitable attitudes and behaviors in student interactions; the second most recorded activity was class discussions with students about equity concerns. An equal number of educators indicated that they were reexamining and revamping classroom language and interaction patterns plus increasing students' awareness of non-traditional career choices. Teachers also initiated equity classroom activities and counseling strategies. The respondents planned to continue activities in the next scool year--for example, they planned to organize student-oriented equity events and displays, highlight bias in classroom materials by teaching students how to recognize and address bias. The actions initiated would continue into the 1983-84 year.

Interns also took action with colleagues: the two most frequently mentioned occurrences were role-modeling equitable attitudes and behaviors, and conducting informal discussions with suggestions to colleagues about how to improve their equity awareness. The interns shared equity materials and resources with others, and infused equity principles into curriculum policies, and district-wide practices. The interns requested equity resources to be included in the textbook orders, school libraries, and their own professional collections. A few had organized an in-service equity presentation based on their intern experience and others were applying equity to existing committees or other school-wide events. As with the students, the interns planned to continue such activities during the 1983-84 school year by infusing equitable policies and practices into district wide curriculum plans,

school discipline, vocational, athletic programs and other similar activities.

Actions with parents were reported more by elementary than secondary educators. The highest rated activities were role-modeling equitable attitudes in interactions with parents and utilizing parents as speakers and participants in classroom activities, especially when non-traditional roles could be reflected. Almost all of the elementary educators are emphasizing equity concerns in parent-teacher conferences. During the 1983-84 school year, the teachers will add more equity activities to their classrooms and parent involvement events.

Other actions taken or planned by the educators include: promoting newspaper articles or other media events; presentations to community and church groups.

At the conclusion of the program, the FOCUS staff met to brainstorm their ideas and reactions to the training, to summarize observations, and other suggestions for future similar activities. These reflections are summarized below.

1. Observations

One of the most successful recruitment strategies is by word of mouth and personal contact. As the FOCUS program gained recognition throughout the district, many educators wanted to participate in the program. Educators interested in professional growth and development are open to learning new ideas. Although some educators came to the program for reasons other than strong support of educational equity, no one ever left a session (either intern or FOCUS training) opposed to the idea. We believe it is because of the orientation to equity that begins our training--we try to establish a comfortable and appropriate entry point for all participants. This may not be the same thing for everyone. We emphasize the issue of fairness.

2. Perceived Outcomes

The participants receive several classroom activities, knowledge of resources available in and out of the district. We believe that our attempt to incorporate equity as an educational issue, not as a women's liberation topic, helps to diffuse any hostility or concern participants may bring to the sessions. The participants learn about the existing network of equity educators in their district and in their buildings; they gain experience in sharing equity ideas with other educators, learning how to inservice their own faculty and colleagues and parents, and beginning a self-evaluation of their own teaching practices. Faculty also placed orders for equitable materials and resources. In the Napa District, participants formed a district task team that continued to meet following their formal training. They also received administrative support for additional release time for the team to plan more activities.

3. Suggestions

Our list of recommendations for future intern/training programs follows:

- At the beginning of the program, clarify what will and will not take place so the expectations are realistic for participants.

- Allow lots of interaction time--between participants and trainers (after each topic is presented) and among participants. There is much to talk about and people don't want to wait for a formal session break or save all the comments until the end of the day when they're tired or the timeliness of the remark has past.

- Conduct multiple training sessions--if possible, allow several weeks between sessions so the participants have time to try activities etc.

- Have people be involved at the sessions and if multiple sessions, provide homework assignments so they can try something and return with their reactions.

- Have formal sessions away from the school--not only to avoid disruptions but to have the participants feel like a professional. Enhance the specialness of the occasion.

- Prepare activities for educators to take away so they have something to do when they return to their districts--plan some for all populations (students, colleagues, parents).

- Engage in a planning process so that the participants will know where and how to begin activities in their districts--personal and professional action plans.

- Inform participants of the existing network and plug them in--distribute copies of all equity participants and contacts.

- Supply annotated lists of resources, including prices and addresses, of catalogue items. Identify local places where resources can be obtained (both in and out of the district).

- Separate administrative sessions from faculty sessions at the beginning, then bring them together.

- Put participants at ease; diffuse objections; allow people to voice their concerns so the sessions are open and candid.

- Discuss and focus one area of equity at one time, such as bias in materials or physical arrangements in the classroom (seating charts or lining students up, organizing teams).

CONDUCTING OUTREACH

(boxes 6, 9, 10, 11, 12, & 17)

The outreach program was designed to acquaint others with the demonstration projects. The dissemination efforts were multi-faceted: community newspapers publicized project events; announcements about opportunities to visit the sites appeared in professional newsletters; project staff wrote papers and made presentations at professional conferences; community members participated in school activities. We attempted to inform a wide audience about the demonstration projects specifically, and about equity concerns in general. Outreach activities engaged staff members at all levels, including project faculty, and occurred at local, regional, and national levels. In this section, we describe the range of activities that constituted the outreach program.

A. PUBLIC INFORMATION PRODUCTS

The first section of this report mentions that each of the five contractors assumed responsibility for a product that can be used by all demonstration sites. The NETWORK developed a twelve-minute slide/tape presentation which describes the rationale for the demonstration concept, the elements common to all five sites, and the activities at the individual sites. It is a valuable introduction to the projects, used extensively in the visitor and intern programs.

An equally valuable tool for informing others about the demonstration projects has been the five-site brochure, developed by the University of Tennessee. The brochure serves as a public information piece: it provides responses to questions such as what is a national demonstration of education equity, isn't equity ensured through Federal laws and regulations, and how can the demonstration sites help other school districts? It also profiles what a visitor to a site can expect to observe. Brief descriptions of each school district are included.

In addition to the national brochure, all produced brochures describing their local projects. Those to whom brochures are given include visitors and interns, participants at workshops, community presentations, selected professional conferences, and advisory committee members. Each site produced a widely circulated newsletter.

All sites distributed large numbers of these publications in Year 3 as shown in Table 7.

Information about the projects was also disseminated in the following ways during the third implementation year:

- In Broward County, the Site Coordinator discussed federal laws related to sex equity in the schools, the Project, and its role with teachers and students on a local radio show. A feature

Table 7
Distribution of Brochures and Newsletters
(Year 3)

Number of Pieces Distributed	Site					
	Reidsville	Lincoln County	Quincy	Tucson	Broward County	TOTAL
Local Brochure	250	700	730	500	5500	7700
National Brochure	250	100	75	50	700	1175
Newsletter Circulation (per issue)	470	275	500	150	1500**	2895

**Distributed September through May each year.

article in the newspaper was done on a course developed by a demonstration teacher on "Images of Women and Men in Literature." Two sets of project-developed materials received fairly wide distribution: "Equity on a Shoestring: Inexpensive Resources Related to Careers in Math and Science" was distributed to 150 individuals, and "Equity: Lessons Plans and Resources for the Classroom. A three volume set will be distributed to 250 individuals.

- The Director of Reidsville Project NEED was interviewed by the University of Tennessee Radio Station. The interview was broadcast at noon on two consecutive days, and covered topics such as the impact of sex-role stereotyping, the concept of educational equity, the project, and its effectiveness. Newspaper articles appeared in the local Knoxville paper, Tennessee Teacher, the Reidsville Review, and the Greensboro Daily News among others.

- Articles about the Lincoln County project appeared in local newspapers and educational publications.

- Articles about Quincy's Project Inter-Action appeared in Instructor Magazine, TABS, The Quincy Sun, Kennebee Journal, Town Crier, the Bulletin of the South Shore Coalition for Human Rights and the League of Women Voters Newsletter. The project was also featured in three Quincy cable television programs and one intern school had 30 local radio spots during National Women's History Week. In addition, the project disseminated over 10,000 project-developed materials.

- The Arizona Department of Educational News released a formal state wide announcement regarding FOCUS' selection as one of five Tucson-

area school programs to receive designation as a "Quality Program" in year three. FOCUS was also mentioned in Connections, an equal vocational opportunities newsletter of the Arizona Department of Education. Additional articles were carried in the Arizona Daily Star, and the Tucson Citizen.

B. PROJECT PRESENTATIONS

As Table 8 indicates, project staff appeared at public meetings, professional conferences, state education agencies, university schools of education, and other schools within the demonstration district. Some examples of the range of groups to which presentations have been made include:

- service clubs such as the Kiwanis and the Rotary;
- advisory groups such as school boards, parent associations, vocational councils, school committees, and local education associations;
- organizations such as NOW, United Methodist Women's Group, Today's Women (high-risk workers), and Institutes for Equity;
- sororities such as Delta Kappa Gamma and Beta Sigma Phi;
- appearances on cable television and talk shows; and
- professional conferences such as American Educational Research Association, Association for Supervision and Curriculum Development, American Personnel and Guidance Association, National Education Association, WEEA Project Directors' meeting, American Historical Association, American Vocational Association, and American Association of Colleges for Teacher Education, plus numerous local and regional affiliates.*

C. COMMUNITY AND PARENT INVOLVEMENT

Project activities spread throughout the community. Townspeople come to the classroom; staff seek opportunities to interact with the community to inform the public about the projects.

A strong sense of community permeates the work of the demonstration sites. They all recognize the short-sightedness of isolating the project within the educational sector. Similarly, all projects realize that parents represent one of the strongest influences on young people and all projects try to involve them. Such involvement is often one of the most

*Some of the national conferences (AERA and WEEA) hear joint presentations by one or more site representatives.

Table 8
Number of Project Presentations*

(Year 3)

	Site					
	Reidsville	Lincoln County	Quincy	Tucson	Broward County**	TOTAL
Professional Conferences	3	9	10	9	9	40
Community or Service Organizations	6	4	-	-	9	19
State DPIs or Regional Education Centers	3	1	12	-	2	18
School District Presentations*	4	28	5	12	9	58
TOTAL	16	42	27	21	29	135

*E.g., to other faculty, teacher aides, district and county school boards, other projects within the district.

**Includes out of district training activities

challenging aspects of any educational innovation: our approach is to offer a host of opportunities that maximizes parent participation. Table 9 illustrates our successes in involving community members and parents in membership on project advisory committees, inviting them to act as resources in classroom or school events, conducting workshops to expose them to the underlying principles of the projects and giving them materials to apply these ideas at home, attending school open houses where presentations on the demonstrations take place, and hosting visitors to the projects.

Some illustrations of how community members and parents were involved are described below.

- Two parent workshops for 41 people were offered through the Lincoln County School District Community Education Program. One on "Assertiveness" was part of a community event entitled "Women, Health and the Ageing Process."

- Project NEED staff in Reidsville displayed the exhibit, "Generations of Women," to Reidsville educators, students, parents, and general public. The exhibit included family photographs and narrative gathered by students at Jersey City State College, and covered a history of women in various historical periods, ages, social classes, and ethnic groups. The exhibit, which was developed by Doris Freiedensohn and Barbara Rubin, will serve as a model for Reidsville students and teachers who would like to participate in an oral history project being sponsored by Project NEED in the fall of 1983.

Table 9

Community Member and/or Parent Involvement (Number of Participants)

(Year 3)

	Site									
	Reidsville		Lincoln County		Quincy		Tucson		Broward County	
	Events	People	Events	People	Events	People	Events	People	Events	People
Advisory Committee Membership	N.A.	-	N.A.	15	N.A.	9	N.A.	-	N.A.	44
Community Members as Speakers/Resources	-	-	1	35	7	50	-	-	-	-
Workshops	-	1	3	59	13	26	2	52	-	42
Presentations	-	16	1	260	2	53	3	140	-	266
Classroom or School Visits	-		5	1400*	2	700	1	1110*	-	5647*
TOTAL	-	17	10	1769	24	838	5	1302	-	5999

*Openhouse, Career Days, PTA Meetings, Faculty Advisory Board Meetings.

- In Quincy, many intern schools invited nontraditional workers to give presentations to their students for both National Women's History Week and Equitable Career Days. One outstanding visitor was the originator of Supersisters. One intern team showed parents a slide-tape they created to attract boys to home economics and girls to industrial arts. Another intern school held an evening event for parents with displays about the changing roles of women and men. This was an activity culminating from extensive research and interviews of their forebearers. In addition, two equity activities held in Quincy resulted in videotapes that will be used to help K-5 teachers teach about equity, and will help the Vocational-Technical school recruit nontraditional students.

- In Tucson, faculty at an elementary school conducted two parent inservices on math anxiety. The first was a school-wide parent workshop which featured the Director of TUSD #1 EQUALS program. The second was for parents of kindergarten students in the three FOCUS classes; it stressed how parents could support the equity program at home. The three kindergarten teachers also produced a newsletter which was distributed to 250 students' households.

- Also in Tucson, the parent involvement subcommittee produced a packet with ideas for teachers to use in parent newsletters. The purpose of the packet is to have information easily assessible to teachers who would like to work with parents in order to instill equity philosophies into the lives of their students. There are activities in this packet that could be put together into a newsletter with four features: Editorials, Book of the Month, Activities for Parents and Children to Do Together, and Startling Statements. The goal is to help parents help their children explore all of life's opportunities and to give them confidence to choose from traditional and non-traditional roles in adult activities.

Our collective experience with so many different populations was presented by the director of the Quincy demonstration project to WEEA grantees. It is reiterated here.

- We had to establish priorities about who we wanted to work with and what we wanted them to do. It's impossible to do everything with everybody. If working with parents is important, decide if you want to train them in equity issues, invite them to participate in planning and conducting class activities, or simply keep them informed about the existence of the project.

- Learn whether or not a school district has a position about parent and community involvement. Staff at one site who were establishing a model school in another district was asked not to include parents in that district because the administrators didn't want parents to "rock the boat." These administrastors advised the staff to "do their thing" with teacher training and writing student objectives, but explained that parents wouldn't understand such things, so it was better to leave them out. Talk to them later when something successful could be reported.

- Choose a sensitive and appropriate way to introduce equity; select the best person for the situation. Know your audience--what concerns are important to them and those that may "turn them off." Emphasizing the importance of sound educational opportunities for students will be more convincing than the importance of infusing feminist ideology in the curriculum.

- Be prepared to let people choose not to participate in an equity activity or a project event. If we really believe that people have the right to choose (e.g. a nontraditional career, or working at home), then we must allow participation by all ages to be a viable option. We've observed educators join the project after they witnessed their colleague's and student participation. Not everybody jumps on the bandwagon at the same time with the same intensity.

D. THE VISITORS' PROGRAM

Formal visitation days permit interested persons (e.g. educators, parents) to hear and observe the actions and purpose of the demonstration projects. These sessions differ from the intern program because they orient and expose rather than train: program concepts and project activities are introduced to those for whom equity may be a new experience. One of the goals of these visitations is to "whet the appetite" of the participants so they or representatives from their schools or districts will want to return for the training provided by the intern program. A visitation to a site (one or two days) typically included:

- welcoming remarks by a local district administrator;
- introduction to the national perspective of the demonstration project;
- description of the local project;
- display of equity materials selected and used by district faculty;
- exposure to the participating faculty (either through school visits or faculty panel presentations);
- demonstrations of equity activities;
- action agendas prepared by the visitors; and
- evaluation of the day's activities.

Table 10 reveals the type of individuals most likely to attend a visitation day during our final year. This activity was not emphasized at the end of the projects because it was a tool used primarily to recruit interns and that objective was largely accomplished in the second year.

Of particular interest during the last implementation year:

- Quincy staff trained personnel from two schools in Hartford, Connecticut using the same action team process as in the Intern Schools. The Hartford schools will use two Intern Schools as models in further work next year.
- All project sites had at least one visitor from the National Advisory Council on Women's Educational Programs. On March 25, 19 members of the National Advisory Council on Women's Educational Programs visited Reidsville in order to observe first hand an equity demonstration project. Their one-day visit included an overview of Project NEED, a slide-tape presentation of teachers and students involved in equity lessons, a classroom demonstration of an equity lesson, a display and explanation of equity materials, and a visit to several of the demonstration schools. Members of the council evaluated the Project very favorably and commented that many barriers to sexual equality in education appear to have been broken in Reidsville.

Table 10

Visitation Days: Number and Type of Participants

(Year 3)

	Site					
	Reidsville	Lincoln County	Quincy	Tucson	Broward County	TOTAL
School District Personnel Faculty	-	-	20	3	7	30
Administrators	-	-	3	-	-	3
University Students and Faculty	-	-	-	-	14	14
Community and Local School Board (and Parents)	-	-	2	1	-	3
Other*	19	-	2	3	1	25
TOTAL	19	-	27	7	22	75

*Includes directors of other programs, evaluator/researchers, equity professionals, foreign visitors

EVALUATING THE PROJECTS

(boxes 13, 14, 15 & 16)

The conceptual model introduced in Chapter II illustrates the types of activities that constitute the demonstration projects. It also provides a framework for evaluation, by avoiding a fundamental weakness of many evaluations. The weakness occurs when evaluation designs measure the initial inputs and the intended outputs with little regard for or understanding about what constituted the project or the extent to which the actual occurrences corresponded to the original plan. Each demonstration site collected both qualitative and quantitative evidence about:

- whether or not the activities occurred at the time and in the manner specified by the program design, and
- the extent to which the intended states of affairs were produced.

There was no "grand evaluation design" imposed on all demonstration projects. Each one constructed evaluation procedures deemed suitable for documenting project activities and learning about the extent to which the desired outcomes were achieved. Because all projects organized their plans within the five basic goals specified by WEEA, there was an attempt to cooperate with one another in using common procedures and common measures so the findings would reflect something more than the "sum of the parts."

The first five chapters of this report described the key activities within the overall objectives and commented on our collective experience in implementing these activities, thereby addressing the first consideration mentioned above. In this chapter, we focus on the second consideration, by reporting on the findings related to change in educational equity among the populations served by the demonstraton projects. Many of the data used to prepare this summary represent quantitative estimates of change based on standardized measures, but where available, we also include other, qualitative data sources such as interviews, open-ended responses to questionnaires, and anecdotes.

We begin this chapter by identifying the types of measures, employed by each site during Year 3, as shown in Table 11, and the numbers of participants in the Year 3 surveys, as shown on Table 12. Brief descriptions of the purpose and format of each measure introduce the discussion on outcomes.

In addition, data from the following measures were collected:

- Title IX Assessment Questionnaires. The Lincoln County project devised and administered three questionnaires to assess elementary school, secondary school, and district-level Title IX compliance. Data gathered from these instruments also provide information about project impact. The school protocols took the form of a self-evaluation and

Table 11

Assessment Tools Administered by Population and Site

MEASURE	SITE				
	Reidsville	Lincoln County	Quincy	Tucson	Broward County
STUDENTS					
Elementary					
Who Should (K-2)	X	X	X	X	
Who Should (3-6)	X	X	X	X	X
*3rd Grade Questionnaires		X			
INTERSECT Student Survey			X		
Secondary					
Your Opinion	X		X		
Adapted Career Commitment Inventory			X		
Perceptions of Sex Equity in Schools					X
INTERSECT Student Survey			X		
Student Questionnaire		X		X	
Student Perception Checklist	X				
Attitudes Towards Sex Roles Scale	X				
FACULTY					
Perceptions of Sex Equity in Schools					X
Attitudes Towards Sex Roles Scale	X				
*Faculty Equity Activities Questionnaire	X			X	
*Faculty End-of-Year Reflections				X	
Teacher Case Studies/Interviews	X	X	X		X
*Teacher Questionnaires (includes counselors)		X			X

(continued)

* Locally developed instruments.

MEASURE	SITE				
	Reidsville	Lincoln County	Quincy	Tucson	Broward County
OTHER					
Perceptions of Sex Equity in Schools (principals)					X
*Educational Equity Project Questionnaire (classified staff/building and district administrators)		X			
Classroom Observations					X
Project Staff/Administrator Observations					X
Signs of Progress	X				
Collection of Course Enrollment and Other Quantitative Data	X				
*Evaluation Questionnaires for:					
Inservice Trainees	X	X	X	X	
Visitors	X	X			
Interns	X	X	X	X	
*Intern Follow-up Questionnaires	X	X		X	
Visitor and Intern "Action Plans"	X	X	X	X	X
*Title IX Assessment Questionnaires (elementary, secondary, and district administrators)		X			
SUPPLEMENTARY INFORMATION					
Teachers' Special Projects				X	
Teacher and Intern Logs					X
Teachers' Lesson Plans		X			
Project Staff Weekly Activity Reports				X	
Materials Purchase and Usage Reports	X	X	X	X	X

Table 12

Year 3 Participants in Survey Administration

	Site															
	Reidsville		Lincoln County		Quincy		Tucson		Broward County** Nova		Broward County** Ring		Broward County** Broward			
	P	C	P	C	P	C	P	C	*		*		C			
STUDENTS																
Elementary	281	-	707	-	401	-	pre 761	583	259		275		-			
Junior High	482	-	323	-	312	-	post 554*	531	360		1310		-			
Senior High	296	-	439	-	235		91	-	432		975		-			
TOTAL	1059	-	1469	-	-	-	462	-	1051		2560		-			
Faculty	124	-	202	-			44 32		257		549		720			
Administrators	8	-	26	-					-		150		-			
Number of Participating Classes' Classroom Observation			9	-					-		139		-			
Personal Interviews	10	-	26	-			5		-		131		-			
School Board Questionnaire			9	-												

* Posttest questionnaires not returned from 3 FOCUS classes

P = Project
C = Control or comparison

** In Broward County there were no specific control groups, but comparisons were made between faculty in project schools (Nova and Ring). Also, comparisons were made between Nova and Ring project schools and 15% of Broward County faculty in non-project schools. Comparisons were made between students at Nova and Ring schools as well as the sample of Broward seniors in non-project schools.

focused on areas such as: p.e. programs and sports teams, extracurricular activities, honors and awards, rules and discipline, course descriptions and enrollments, and student job placement and work experience programs. The district-level questionnaire inquired about formal policies, enrollments, and male/female attrition rates.

- Supplementary Information. Information collected from teachers' participation in special projects (Tucson), lesson plans (Lincoln County, Tucson), project staff weekly activity reports (Tucson), and lists of materials purchases and usage (all sites) supplemented the foregoing techniques with qualitative process evaluation data.

In some instances, an assessment tool may be administered to more than one grade level; we note the grades measured but the description of the instrument appears only once. We then summarize the findings, by population, to show patterns across and within sites. Analytic procedures differ by project; the details do not appear here, unless they are germane to the findings. Again, elaborations of these activities appear in the technical and evaluation reports about each site.

A. ELEMENTARY STUDENT OUTCOMES (K-6)

1. Measures

Who Should (K-2, 3-6). These instruments were developed by Project Equality at the Highline School District in Seattle, Washington. Two adapted forms of this questionnaire were utilized. The first, for grades K-2, contains 11 items; the second form (3-6) consists of 47 items organized into five topical clusters. Students are presented with a series of questions regarding appropriate male/female behavior and asked to indicate whether the behavior is suitable for males only, females only, or both. Students are also asked to identify their grade and sex. Each of the five sites utilized all or part of one or both versions of the Who Should.

3rd and 6th Grade Student Questionnaires. Two brief 3rd and 6th grade instruments derived from the needs assessment survey were administered to students in Lincoln County. Consisting of 12 items each, these questionnaires resemble the Who Should protocol in that they ask "who is good at (an activity or subject area)," "who might be a (occupation)," etc.--boys or girls? The Lincoln County project also employed a ten-item 6th grade questionnaire to elicit scaled true/false reactions to statements like "It is okay if a boy wants to be a nurse?"

INTERSECT Student Survey (3-9). As an additional student survey for grades 3-9, this instrument was utilized at the Quincy site. It combines items from the Lockheed-Harris Sex Role, Cross Sex Interaction and Female Leadership Survey (Lockheed & Harris 1978), the Intellectual Achievement Responsibility Questionnaire (Katknowsky and Crandall 1978), and items developed by Myra and David Sadker for Project INTERSECT. The survey contains 20 multiple-choice questions which focus on students' attitudes towards, and

perceptions of, equity issues in a variety of teacher/student and student/student interactional contexts.

2. Outcomes

Comparisons between project and non-project students in three sites which used the Who Should instrument, revealed similar findings among K-2 elementary school students in the demonstration project classes. These students continued to record less stereotypic attitudes toward male and female roles than their counterparts in non-project schools. In Quincy, Reidsville, and Tucson a positive shift occurred for students who had exposure to the project. Quincy reports a modest positive shift for its control students, but the project students moved abut 1.5 times more than their counterparts. Both Quincy and Tucson examined the scores of "veteran" students--those who attended classes taught by project teachers in the previous year. In Tucson, the veterans were less likely to be stereotypic on th pretest, suggesting some carryover effect from one year to another. However, the new project students showed greater improvement during the year than the veteran students. The Quincy veterans also revealed a tendency to become only marginally less stereotypic than the students new to the project.

In Reidsville, data were maintained on the same student cohorts in each project year, so attitude changes over a three-year period could be determined. Grade cohort refers to the grade level of a student during the first year of the project. Sex-role attitudes became more equitable after exposure to the proect, and the highest score occurred in the second year with a very slight decline in the third year. Although students in high involved schools were less stereotypic in years two and three than students in low-involved schools, the latter group began to move toward equity.

Among project students in grades 3-6, positive trends favoring equity also occur. The scores of Quincy students (3-5) although registering less dramatic differences than younger students, were twice as equitable as their non-project counterparts. The difference between project and non-project students (3-6) in Tucson was about the same as in Quincy between the pretest and the posttest. Project veterans in Tucson were also much less stereotypic on the pretest than other students. In both Tucson and Quincy, females were slightly more egalitarian than males, but in Quincy the males made greater gains.

Lincoln County project students in grades three and six also registered more pro-equity responses than students in low-involved schools. In this final year, both male and female third grade students recorded "both boys and girls" on the majority of items. Comparisons between 1979 and 1983 revealed that project students also shifted toward less stereotypic attitudes on "who could" perform a variety of tasks.

Reidsville students in the fifth and sixth grades made some disappointing shifts during the final year of the project. Although, less stereotypic than comparison groups during the second year, the project students' attitude scores dropped the next year. One possible and credible explanation is that the students in the cohorts whose scores fell left a high-involved school and moved to a school where teachers had no project training. They may have

relearned traditional attitudes, suffered from lack of reinforcement in equitable concepts, or didn't really infuse what they learned in the preceding year.

Nova and Ring fourth and fifth grades girls in Broward County were the least likely to record stereotypic responses. Nova boys were slightly more likely to respond stereotypically than Ring boys. Cluster 4, "Housekeeping Roles" was the category where most students were likely to make stereotypic responses. Over half of the boys and girls made stereotyped choices in 1982, but in 1983 the girls stereotypic responses were reduced to around 36 percent and the boys were reduced to around 47 percent. Students made the fewest stereotyped responses in the category 2 "Classroom Roles." Responses to items in category 3 "Parental Roles" changed more over time than any other category. These fifth grade students who participated in the equity project for three years responded to these items in a less stereotypic fashion than they did as fourth graders.

B. SECONDARY STUDENT OUTCOMES

1. Measures

Your Opinion (7-12). Utilized at varying grade levels in Quincy and Reidsville, this Likert-type survey instrument was designed to assess the attitudes of junior high students (grades 7-8) toward sex role stereotyping and equity-related issues. The version employed was adapted from the Attitudes Toward Non-traditional Career Scale in Fredell Bergstrom, Project Eve, 1977. Students rate their reactions to selected ideas and statements on a 5-point scale ranging from "strongly agree" to "strongly disagree."

Adapted Career Commitment Inventory (7-12). This attitudinal scale, utilized at the Quincy site, was developed in 1975 by Elaine Kotcher and revised by AIR. The original Kotcher inventory was adapted from the Life-Style Index by Shirley Angrist. Two versions, one for boys and one for girls, attempt to measure career commitment. The revised female instrument consists of 7 Likert-format items appropriate for use with junior and senior high school students. The male adaptation is identical except that it asks the boys to rate the importance to girls of a cluster of life activities. Quincy constructed four measures from this scale--a career interest index, family interest index, approved female career interest index and an approved female family interest index (the latter two for male respondents only).

The High School/Secondary Student Questionnaires (8, 10-12). Two questionnaires which focus on occupations and activities were administered in Lincoln County--the Secondary Student Questionnaire (grades 10-12) and a more abbreviated version entitled the "High School Student Questionnaire." The latter consists of 17 statements with which students are asked to agree or disagree, either "strongly" or "somewhat." The former includes additional questions concerning different role groups' and institutions' participation in and encouragement of occupational, academic, and athletic equity.

Perceptions of Sex Equity in Schools (7, 11,). This instrument was developed in 1981 at the Center for Instructional Research and Curriculum

Evaluation, at the University of Illinois, by Professor Robert Stake. Its purpose is to assess perceptions of the climate of opinion surrounding sex equity in the school district and of the demonstration projects' impact upon students, project faculty, and faculty colleagues. The questionnaire consists of 14 items, including Likert-type scales, yes/no questions, and open-ended questions. In Broward County, middle and high school students were assessed tri-weekly.

Secondary Student Questionnaire (Grades 7-12). In Tucson, a new instrument was constructed from items on scales used in previous years (i.e., the Your Opinion, Your Future, and Student Perception scales). Several items were extracted from each and combined to form a new questionnaire. The items selected included questions about whether or not students felt sex was or should be a factor in determining an individual's activities or plans, questions about the students' own plans for the future, and questions regarding observations of sex-role stereotyping in others. In addition, it included four items from the Rotte Locus of Control scale (a widely-used social-psychological scale designed to assess individiuals' self-esteem). The resulting questionnaire contained 25 multiple-choice items.

Collection of Course Enrollment and Other Quantitative Data. An unobtrusive method for measuring project impact is to examine enrollment figures and other quantitative data available within the school system. At the Reidsville site, course enrollments in vocational education and advanced science and math courses were examined for the years 1979-82 for shifts in male/female percentages.

2. Outcomes

Although the instruments administered at each site differed in many respects, each attempted to measure attitudes about sex-role stereotyping on topics related to occupations, family, education, recreation and careers. The questionnaire to which Tucson students and Reidsville responded also attempted to identify areas in which students noticed behavioral changes in others. The junior high findings are mixed and are discussed by site. The decline in pro-equity scores of seventh grade high-involved students in Reidsville parallels the drop of the fifth and sixth graders, and for the same reasons. In addition, administrative support at the junior high level deteriorated with the transfer of key advocates. In Quincy, the project veterans in the seventh and eighth grades made modest changes toward equity but the new students and the control groups both shifted toward stereotypic attitudes. Analysis by gender revealed that females became more interested in careers and less interested in establishing families immediately after completing their education. Males tended to feel just the opposite when considering roles for women--more family oriented and less career oriented. The Quincy findings led to some speculation about the trend toward equity among the students who were experiencing their first year of the project. They note an increase in "conflict" that accompanies the shift toward equity--the pushes and pulls felt by older students as they begin to learn about options.

Lincoln County project students in the eighth grade responded to a higher percentage of pro-equity items than their counterparts in low-involved

schools. The pattern held from 1979 to 1983, and males scored higher (11 out of 13) than females (8 out of 13).

High school students in Lincoln County (Grades 10 and 12) selected a higher proportion of pro-equity responses than counterparts in low-involved schools. The differences between project and low-involved students was less among tenth grade students than twelfth grade students. Comparison among similar groups from 1979 to 1983 were mixed. Tenth-grade males were marginally more equitable than females but the scores of project students were not encouraging. They selected pro-equity responses on only one-half of the items. Among the twelfth grade males, pro-equity scores declined during the project and females made pro-equity choices on only one-half the items, same as the tenth grade females.

Reidsville tenth and twelfth grade cohorts became increasingly more equitable in their attitudes toward sex-roles during the project. A sample of students (Grades 6-12) completed a questionnaire which measured perceptions of teacher behavior. Many indicated that "none or very few" of their teachers treated students inequitably. For instance, 65 percent responded that few teachers separate girls and boys for class activities or projects. More than 40 percent indicated that none or very few teachers used sexist labels (e.g., policeman instead of police officer). Over one-half stated that few teachers discuss gender or race discrimination issues. There is room for improvement.

Again this year, Reidsville continued to examine 1979-1983 enrollments in vocational education and advanced math and science classes. As in previous years since the project began, females rather than males were more likely to enroll in courses traditionally dominated by the other sex; the exception occurs in exploratory home economics and typing. Last year, male enrollment increased in advanced home economics. Female enrollment increased in five vocational courses and four math and science classes. The project has made a difference in this area.

The Tucson project appears to have had some impact on students' attitudes and behaviors at the secondary level. Project students generally believe that sex should not be a factor in individuals' activities and plans, although it often is an influence. Looking toward the future, project females and males also tend to be less differentiated in terms of self confidence and educational expectations than are high school students in general. The project students appear to be aware of the sex-role stereotyping as it occurs in the classroom and, a less extent, outside the classroom. Further, they report many more instances of equitable than stereotypic practices in the project classroom. Data from previous years of the project as well as data from other, national, surveys of high school students, provide some additional support for these conclusions.

The primary emphasis for the middle and high school tri-weekly surveying in Broward County was to discern changes in what students might notice as differential treatment for boys and girls by the teachers. The students were tested over time. Sixth grade students were tested again in the seventh and eighth grades on the same items. Tenth grade students were tested again in the eleventh and twelfth grades. Two of several items on this matter of differential treatment were:

Do girls have more privileges than boys in your classroom?
Yes No

Do boys have more privileges than girls in your classroom?
Yes No

Approximately half of all the students saw differential privilege. Those who did, saw disproportionate privilege more for girls than boys. The number who reported boys having more privileges than girls decreased slightly during the three years. These changes indicate some awareness of sex discrimination on the part of the students during the three years. From interviews and observations it was evident that students were becoming more aware of discriminatory conditions. They also were becoming aware of some of the steps taken to decrease unequal treatment.

The responses in the above item are interesting in relation to the responses to the following item:

Do you believe that boys and girls have equal chances to get a good education in this school?

Most of the youngsters saw no major sex discrimination in these schools. Having an equal chance to get a good education seemed to be different from having privileges. Perhaps the students thought of privileges as something more like being teacher's pet.

The percentages of students seeing equal chances for boys and girls getting a good education did drop at Nova Middle school. For a student body, a pattern of discrimination awareness developed over time. First some awareness of discrimination, then an increase in that awareness. As action followed by a drop possibly indicated a belief that changes were being made to eliminate discrimination. The pattern for Nova is developed over three years time, for the Ring students the pattern begins as it did for Nova.

Students were also queried more directly about discussions of sex equity in their classrooms. Apparently there was an increase in talk about sex equity education in Nova Middle school and the Ring Middle schools as a result of the project, as indicated in the following item:

Is there talk in your classrooms about girls learning to do work usually done by men?

Is there talk in your classrooms about boys learning to do work usually done by women?

Broadening the scope of careers across traditional sex related limits was clearly recognized by the students during the three years. It appears that more attention was given to increasing girls' opportunities than boys' by discussion of gender-related limits on career opportunities.

Students in these demonstration schools were learning about sex equity. Very few could be said to have a deeper understanding of equity, but they were becoming increasingly aware through the efforts of the project.

C. SUMMARY OF STUDENT OUTCOMES

Overall findings generally correspond to those in previous years. All sites report a higher degree of success among elementary students than either junior high or high school students.* We seem to be effective in shifting the sex role attitudes of young people toward wider opportunities for both men and women. Students now view roles related to occupations, housekeeping, parenting, and classroom activities as suitable for both sexes. At some sites, the female students voice such opinions more strongly than the male students. Younger students seem more inclined toward equity. However, those sites which examined the trends of project veterans have some evidence that suggests a ceiling effect in the extent to which pro-equity sentiment occurs. We did not find much additional gain when students continued to be exposed to project teachers. We do not know whether or not a decline takes place when students have no exposure to project personnel. Anecdotal evidence suggests that former project students tend to notice differences in teacher behaviors and call attention to non-equitable treatment from new teachers.

In the upper grades, project students tend to display less bias than non-project students but the gap between the two groups begins to narrow. Although some sites report a slight edge in favor of the project students in high school, the findings are mixed. At one site, sex role attitudes of high school students did not appreciably differ between project and non-project participants. Some intermediate students regressed to stereotypic notions. Again, when gender differences appear, females seem to be more disposed to equitable concepts. For example, they want to delay having families and consider career opportunities. Males do not agree with them. Some males, though, are moving away from the negative, stereotypic responses. Upper level students may be less prone to equity, or they may be less amenable to change. The use of several measures used to assess different variables suggests caution in global statements. We, of course, do not know whether or not project effects will hold as the pro-equity elementary students continue through the educational system.

Many speculate about the equity-related differences by age and grade. One idea presented in the project documents concerns the degree of exposure to the project. We are more succesful when the treatment is most intense. Elementary school children spend most of the day with their teachers, who in turn exert a strong influence on their pupils. As students progress through the system, these influences both change and broaden. Secondary teachers share responsibility for instructing students; most teachers spend about 3-5 hours class time per week per student. Secondary students influence one another; opinions and feelings are well formed at this stage of their lives. They often report their peers to be less supportive of sex equity than the teaching staff.

The findings also suggest that something is happening among non-project students--whether they have observed resources, participated in school-wide events, spoken with others involved in the projects etc. They too seem to

*This outcome holds for all implementation years.

be conscious of equity issues. Given the system-wide exposure of the project, such findings are not surprising and ought to be welcomed!

D. FACULTY OUTCOMES

1. Measures

Faculty Equity' Activities Questionnaire. At the end of the school year, Reidsville faculty completed a questionnaire concerning project impact upon their teaching methods, classroom practices, and how they felt about their project. Eight contexts for implementing equity were highlighted in this instrument: materials, language, classroom seating arrangements, assignment of student responsibilities, structuring of assignments and activities, bulletin boards and displays, choice of supplementary materials, and student advisement.

Faculty Questionnaire. A specially designed questionnaire attempted to assess the extent to which FOCUS faculty supported and were involved in incorporating equity into their instruction, the extent to which their colleagues were becoming supportive and involved, and the extent to which they perceived students to exhibit more equitable behaviors and attitudes. Project teachers and non-project teachers in project schools as well as a sample of non-project faculty in non-project schools were sampled.

Teaching Staff and Administrator Questionnaire. In Lincoln County, teachers, counselors, building and district administrators responded to items about a variety of equity issues, perceived project impact, and district and community commitment to sex equity.

Teacher and Administrator Interviews. Teachers and principals who participated in the Quincy project were interviewed to learn: additional information on the nature and extent of building involvement; how people felt about specific program components; whether or not teachers noted changes in their classrooms (then compared with student responses); and what recommendations these participants had for future similar programs.

Signs of Progress. The Reidsville site employed this technique to note positive signs of program impact within the school system. A set of incidents centering on five educational domains (course enrollment, employment, staff development, curricula, and extracurricular activities) were deemed as indicative of project success.

2. Outcomes

These multiple sources of data produced information about project effects on school district faculty that differ very little from last year's findings. In general, the projects explored the extent to which equity resources are being used and whether faculty instructional practices reflect equitable principles. All sites have provided ample resources to the district. Some buildings have inventories of WEEA and other equity materials selected by the teachers; other district-wide teacher centers or libraries may house the materials which educators may check-out. A high proportion of district/project teachers report having used the materials.

Observations and responses to specific questions about changed practices tell us that teachers are making an effort to design class activities that treat the sexes fairly. Some observers noticed that the intentions are stronger than the behaviors, but they comment that changing long-standing practices will not be achieved overnight.

But evidence does exist that faculty are not only aware of equity issues, their classroom behaviors are changing in ways such as the following:

- faculty attend workshops that address equity issues and practices;
- teachers modify these equity resources to meet their appropriate classroom needs (especially elementary faculty);
- teachers alter segregated practices such as grouping or seating assignments to integrate class activities;
- some faculty have taken steps to enlighten their colleagues about the importance of equity and how equitable practices may be implemented in their classes;
- faculty share their equity materials with their colleagues;
- faculty identify how obstacles to equity can be faced in their districts and have taken steps toward reducing those barriers;
- faculty encourage female students to assume leadership responsibilities, to consider preparing for jobs and careers in nontraditional occupations, and to enroll in science and math classes; and
- faculty adopt non-sexist language as well as assisting others to do the same.

Because this year marked the end of a three-year implementation, we were interested in learning about the overall impact on faculty, administrators and other educators. Projects discussed this topic in their evaluation reports for the third year. Excerpts from these reports are briefly summarized below.

a. Reidsville. Implementing educational equity in Reidsville involved incorporating equity materials into existing educational programs and activities via media resource personnel, staff development sessions, faculty meetings, individual contacts, and newsletters. The evidence indicates that educational equity is becoming a reality in the Reidsville City School System. A member of the visitation team from OCR commented that the Reidsville City School System was five times ahead of most districts and that the school system had moved beyond compliance. A survey of faculty members showed that teachers spent an average of 17 hours in inservice training on educational equity. Many teachers noted that as a result of the inservice training and the project in general, their classroom behavior had changed. For example, they were less likely to assign responsibilities to students based on sex of the student, and they were less likely to use sexist

language. Additional evidence that educational equity is being implemented is that a large percent of teachers surveyed indicated that they had used equity materials. Teachers now seem more aware of the damaging effects of treating boys and girls differently, and a majority of them have begun to help create a more equitable school environment. Indeed, approximately 60 percent of the teachers, 83 percent of the staff, and all of the counselors reported that they attempt to eliminate sex-role stereotyping whenever possible.

There is additional evidence to suggst that educational equity will not fall by the wayside once funding stops, but is instead becoming institutionalized in the Reidsville school system. For example, a newly developed course, entitled "Occupational and Living Skills," is being added to the high school vocational education curriculum. The course, which is being funded with local vocational education funds, will help female and male students learn to recognize the limitations imposed by stereotyping and will help them develop skills to expand their career and life options. Students will be taught goal setting and life planning skills, interpersonal skills, and skills for vocational and career development (e.g., use of tools and machines, job interviewing skills, auto care).

Other factors that increase the likelihood of equity remaining an important and viable issue in Reidsville schools are (1) an established cadre of trained and highly motivated teachers and central office staff, (2) support from the Community Advisory Committee, (3) the establishment of annual events such as Women's History Week and Susan B. Anthony's Birthday, and (4) a permanent full-time administrator who is committed to removing barriers to equal educational opportunity. Furthermore, several principals and the school superintendent responded in a survey that they plan to continue supporting and promoting educational equity by providing necessary materials, by enforcing laws and policies to ensure equity, by keeping equity in the forefront so as to be reminded of its importance, by setting a good example for others, and by establishing an oversight committee on educational equity.

b. Lincoln County--1979 vs. 1983--All Teachers. Teachers in 1983 were more likely than teachers in 1979 to make pro-equity responses on 11 of 13 items. Less than half the teachers at either point in time agreed that they would like to learn more about sex equity goals, but only one fourth of the teachers in 1983 agreed. It may be that most teachers already felt they had adequate training in sex equity goals. Teachers at both points in time also tended to agree that the distribution ofmen and women in various jobs in the district was not equitable, and they were more likely to feel that way in 1983 than in 1979. This may reflect an increased level of awareness rather than any real change in job distribution.

Site vs. Low-Involved Schools--1983. Teachers at site schools made more pro-equity responses on eight of the 13 items than teachers at low-involved schools. The majority of teachers at both types of schools reported using special materials in their classes to promote sex equity, although teachers at low-involved schools were somewhat more likely to say so. Slightly less than half the teachers in both groups felt that sex role stereotypes were firmly entrenched in the community, that people were not really aware of Title IX legislation, and that people don't know what to do about cases of sex discrimination.

1979 vs. 1983--All Administrators. Administrators were more likely to make pro-equity responses in 1983 than in 1979 on 80 percent of the questionnaire items. They were more likely to report that sex equity had real support in the community, that there was equal emphasis on boys' and girls' sports, and that they used special materials in their buildings to promote sex equity.

c. Quincy. The staff reached several conclusions based on faculty and principal interview data, in conjunction with the students' attitude test scores. These observations are made within the context of major aspects of the program in the past year, and major factors that may have influenced the observed results.

- Workshop. Direct contact between program staff and teachers took place in workshops. Evidence indicated that the workshops were very successful in a number of ways and that few were required to be effective.

- Resource Materials. Based on these interviews, it is difficult to evaluate systematically the content, attractiveness, and usefulness of the resource materials. Some teachers had used and liked them. Distribution problems were common, since distribution was dependent on the efforts of the building liaison.

- The Building Event. A building event, to be planned and carried out by the school's Equity Action Team, was an important feature of Project Inter-Action. In our sample, the two elementary schools did have building events, and the two junior high schools did not. The evidence suggested to us that a properly planned and executed building event could have a real impact on the attitudes and perceptions of students and staff alike.

- Program Structure. The program in the final year relied heavily on local control, as implemented by volunteer program participants: first, the building liaisons primarily, and second, the Equity Action Teams. It was striking to note how differently the program functioned in each of the four schools, under this sytstem of local autonomy. The function of the building liaisons was critical and proved to be too much responsibility on an overburdened or unwilling participant. The principal's role in the school is very important in determining the project functions and the atmosphere in which it functions. Our data reflect this. Two schools with very active principals show definite program effects.

A social structural factor that must have affected the program operation this year as well as last was the massive reorganization of schools which led to many teacher lay-offs. The closing of elementary schools and change from a junior high (grades 7-8) to middle school (grades 6-8) system had clearly created many personnel and other changes at the junior high level. This probably made it harder for the Equity program to function, as a program, at the middle school level. At the same time, the transferring of teachers throughout the system seems to have had the accidental side effect of increasing dispersal of equity ideas, via teachers and principals who had previously chosen to participate in the program.

d. Tucson Faculty Survey. At the conclusion of the second implementation year, we commented that FOCUS faculty continued to hold comparable sex-role attitudes to their non-project counterparts--both groups scored between 85 and 90 percent on unbiased responses. However, during exposure to and participation in project activities, FOCUS teachers increased dramatically in their own efforts to promote equity in and out of their classes and to notice whether or not similar activities take place among their colleagues. We noted an increasing level of involvement among non-project faculty in project schools throughout the year. FOCUS faculty made extensive use of project resources, talked to other faculty and administrators about the project, created their own "ideas" for activities and demonstrated materials to others. Staff believed the FOCUS faculty not only "adopted" project ideals but began to broker them among their colleagues.

Our interest at the conclusion of the project was to answer the following questions:

- To what extent are FOCUS and Non-FOCUS faculty supportive of efforts to incorporation of equity into their instruction?
- To what extent and in what ways do FOCUS faculty and their colleagues seek to incorporate equity into their instruction?
- To what extent do FOCUS faculty and their colleagues perceive their students to disregard gender in their activities and plans?

The overwhelming majority of the FOCUS teachers felt that incorporating equity into instruction was very important. Interestingly, non-FOCUS teachers in FOCUS schools also endorsed the incorporation of equity into instruction, with nearly three-fourths indicating they felt this was "very important" and no teachers indicating that it was "not important." All of these non-FOCUS teachers indicated that they had heard of the FOCUS program, and thus had some exposure to its objectives. Teachers in non-FOCUS schools, on the other hand, were not as supportive, with only 38% believing that equity was "very important;" an additional 54%, however, felt that it was moderately important.

FOCUS and non-FOCUS faculty alike tended to indicate that teachers in their schools were becoming more aware of educational equity, and that district administrators were becoming more supportive of this goal. These results suggest that the FOCUS program may well have had some effect on the attitudes toward educational equity of other teachers in the FOCUS schools. Further, they provide some evidence of impact of the program on attitudes of both faculty and administrators.

All of the FOCUS faculty reported attending FOCUS workshops and other equity events and using resources provided by FOCUS. Interestingly, sizeable proportions of the non-FOCUS faculty in the FOCUS schools (from 31% to 41%) also indicated engaging in these activities, while only 23% of the faculty from non-FOCUS schools reported attending FOCUS workshops or using FOCUS materials. None of this latter group reported attending any other equity events.

Similar findings are observed in respondents' comments regarding efforts by faculty in general in their schools. FOCUS and non-FOCUS teachers from the FOCUS schools generally indicated that each of the seven activities specified went on either "a little" or "a lot" in their schools; no more than five (6.5%) of the 76 teachers surveyed indicated that a given activity didn't happen at all in their school. Five of the seven activities (participating in FOCUS events, talking to colleagues about educational equity, attending in-services on equity, sharing ideas and resources with others, and communicating with students about equity), were described by a majority of the teachers in FOCUS schools as occurring "a lot." Faculty from the non-FOCUS schools, on the other hand, tended to indicate that these activities were carried out only a little, if at all, in their schools. The only activities reported to occur "a lot" were sharing idea and resources with others (8%), communicating with students about equity (23%), and developing equity materials (8%).

These data indicate that not only is considerable attention being paid to incorporating equity into instruction in the FOCUS schools, this effort is considerably greater than that occurring in the non-FOCUS schools. Moreover, both non-FOCUS and FOCUS faculty alike are aware of this effort, and many of the non-FOCUS faculty in the FOCUS schools appear to have participated in the FOCUS program activities, as well as other events having to do with educational equity.

The faculty survey also sought teachers' observations regarding students' attitudes toward sex-role equity--specifically, the extent to which students were beginning to disregard gender in various kinds of decisions. Teachers in the FOCUS schools were consistently more likely (and often substantially so) to indicate that gender was becoming less of a factor in students' decisions. The areas with the greatest gap between FOCUS and non-FOCUS schools were signing up for classes, planning postsecondary education, and choosing a career. In each of those instances, over half again as many faculty from the FOCUS schools as from the non-FOCUS schools reported that gender was becoming a less important factor among their students. Differences between the FOCUS and non-FOCUS faculty within FOCUS schools, however, were slight. These results should be viewed with some caution, however, as in several instances over 20% of the respondents did not answer the question or answered "don't know" or "not applicable."

Taken together, the results from the faculty survey indicate that the program has succeeded in affecting the attitudes and behaviors not only of the participating faculty but also of their colleagues in the same school. Pronounced differences are observed between the responses of the FOCUS and Non-FOCUS faculty in the FOCUS schools and those of the faculty in the Non-FOCUS schools. These differences are consistently greater than those observed between the two groups of faculty in the FOCUS schools. The greater similarity between the FOCUS and Non-FOCUS faculty in the FOCUS schools suggests that the impact of the FOCUS program has spread beyond those faculty directly involved.

e. Broward County. Three areas of impact among the faculty are reported in this section: perceived need for sex equity; teacher activism with respect to sex equity; and accomplishment.

- Perceived need. During the three-year implementation phase, most teachers (61%) indicated, at all grade levels (elementary, middle and secondary schools), that sex role stereotyping was not a problem in their schools. The remaining responses revealed that 36% saw "somewhat" of a problem and 3% said sex role stereotyping was a "large" problem, although teachers and principals supported the goal of sex equity (90% and 80% respectively). When asked whether or not sex discrimination interfered with students' good education, more Project teachers than Broward teachers reported greater awareness of this phenomenon as an obstacle. The Project concludes that teachers see "sex equity is important as a principle but not a major problem, not something to get very excited over."

- Teacher activism. When asked what educators were doing about sex equity, about half of the teachers (both Project and non-Project) reported some action in trying to eliminate sex role stereotyping. Differences between the two groups emerged when asked to comment on their colleagues' concern with the issue: fewer Project teachers saw indifference among their peers than their non-Project counterparts. This reponse can be interpreted both negatively and positively, but when corroborated with other data at an actively participating Project school, the staff believes that the school educators (because of several influences) "embraced the work of the nearby Project school."

- Accomplishment. Evaluation data suggest that the Project has performed credibly on a number of dimensions such as adjusting goals to circumstances, creating little trauma, work accomplished, quality of effort, increased awareness in what needs to be done, changes in conditions and impact on participants. Survey data consistently show that awareness increased and that new responses were being learned. The staff describes workshop participants as "sensitized" to equity issues, and that it happened early in the implementation phase. Although teachers appear to be "sensitized," they reported that students' awareness took more time. Overall, teachers in Project schools were much more aware of sex discrimination in their schools than non-Project teachers.

We now turn to some observations about project accomplishments during the entire three-year implementation phase.

THE LEGACY

At the end of the second implementation year, we noted that a critical question, when the demonstrations ceased to receive federal support, would be the future of educational equity in the schools that hosted the projects. Our answer focuses on three areas of impact--the classroom, the school, and the district.

The classroom. We view the major thrust of the demonstration projects as staff development efforts. The interventions stressed improving instructional practices so as to create more equitable learning environments: teacher participation ranged from planning project goals to sharing new knowledge and expertise with other educators in and out of their school. Such new roles did not necessarily promote the teacher out of the classroom (as frequently happens) but expanded the instructional functions of the job. Those who chose to become peer trainers found it immensely rewarding. Project teachers possess sex-fair and sex-affirmative resources which they have adapted to their own class activities and which they share with others. They also see their environment with a new perspective as they transfer equitable principles to situations outside the classroom. One difference between involvement in this and other educational innovations is that teachers report both personal and professional changes in their lives. Such feelings will not disappear when the project ends.

The classroom environment has improved: the physical, social, and educational climate reflects an emphasis on fairness in areas such as bulletin boards and in grouping males and females to perform class tasks and activities. In an atmosphere that encourages cooperation and sharing among all students, many teachers report fewer disciplinary actions and a reduction in tension. Students who work together share what they know and learn, and help to teach others. Competition is replaced by cooperation.

The elementary students appear to break away from sex-role stereotyping attitudes and behaviors more quickly and more dramatically than secondary students. We still do not know the extent to which such newly acquired knowledge will last but we do know that it carries over from one school year to the next. We recognize that as students grow, they change. They also are exposed to a myriad of influences. Some secondary students have made career and educational choices based on ability rather than gender as a criterion for participation. Many also have altered their traditional views toward female roles within the family and as employees in the labor force. We noticed the biggest changes among the female students. Our speculations and observations about the differences in impact across grade levels feature such variables as length of exposure to the project during a school day (an entire day contrasted with a class period), teacher characteristics, and the less demanding options and conflicts among younger students.

The school. Improved teacher performance benefits the school, especially when several teachers from one school join the project. These groups within a school planned and orchestrated events which were involved and were open to everyone in the school and the community. Project teachers developed a sense of identity which was communicated in places such as the teachers' lounge where nonproject faculty listened and often asked questions about

equity issues and other aspects of involvement. Several consequences emerged: project faculty sharpened their own notions about educational equity as they explained them to others; the number of users of equity resources and participants in workshops from a particular school increased; resources were shared among the faculty; and the commitment to equity among the original group seemed to deepen.

The building environment reflected the presence of the projects. Displays in the halls, playground activities, and school-wide events such as women's history week or a career week receive everyone's attention, and will continue. Some events were noticed within the district and within the community which typically resulted in good press for the school.

The district. An important legacy we leave to the districts is the expanded awareness of equity as an educational issue and many examples of how it can be incorporated into district operations. These projects began when equity was vaguely defined, little understood, and often viewed within a political context and the attempt to ratify the Equal Rights Amendment. We were careful to avoid controversy and work within the educational structure by relating our activities to ongoing efforts in areas such as staff development and training, existing resources and curriculum guides, and negotiated agreements between administrators and faculty. Our attempt was to integrate the principles of equity and demonstrate that the innovations we offered could lead to an improved school agenda.

The overall approach drew on the existing research and prior knowledge of all the contracting agencies in working on other federal educational initiatives. We tried to benefit from the experiences of others and blend the lessons into a practical implementation strategy. We hope the districts which participated in these demonstration projects will apply these experiences as they implement other educational innovations.

Our overall goal was to institutionalize educational equity in our host districts. We believe the principles of equity have been incorporated throughout the systems and that continuation of these efforts is not linked to district financial resources. Project labels were temporary conveniences and not designed to survive. These principles were tied, not to equity per se, but to educational excellence.